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ABSTRACT

This report presents the results of a pilot study designed to test the feasibility and desirability of establishing a statewide human resources inventory and information system to support the community service role of Illinois community colleges and upper division universities. The information system would provide a centralized source of data on all faculty members with respect to educational background, experiences, work history, and community interests. A questionnaire was sent to faculty members and administrators at nine Illinois community colleges and two upper-division universities in order to determine their attitudes toward community services and the establishment of such an information system and to obtain data for input into the system. An overwhelming majority of the 344 respondents believed that their institutions had a "necessary place" in community services involvement. Over 81% supported the establishment of a centralized information system and 66.3% were willing to take on requests for their skills which may result from the creation of the system. Respondents' community interests, research fields, degrees, certifications, skills, and hobbies are categorized and then coded for subject input and retrieval. Survey responses are given by position, age, sex, number of teaching years, and institution. The questionnaire and code book are appended. (DC)

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A Human Resource Inventory and Information System for Selected Illinois Community Colleges and Upper-Division Universities: A Feasibility Study

by

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"One of the principal mandates of the community colleges and the two upper-division universities, which together constitute an alternative system of higher and post-secondary education in Illinois, creates the need to become effectively community-based and community related. A considerable body of discussion has been generated around this idea, but how to implement it so that the quality of both the community and the education institution is enhanced is less clear."

G. Ernst Giesecke

A HUMAN RESOURCE INVENTORY AND INFORMATION SYSTEM FOR SELECTED ILLINOIS COMMUNITY COLLEGES AND UPPER-DIVISION UNIVERSITIES: A FEASIBILITY STUDY

In 1971, Sir Eric Ashby, Great Britain's leading statesman of higher education, gave a succinct statement of the dual task facing higher education in America:

> It is commonly assumed that America has to choose between one or another of two patterns of higher education: mass or elite. I would deny that assumption. It is America's prime educational challenge to devise a coexistence of both patterns.

Traditionally, America has operated a system of colleges and universities modeled on the western concept of higher education, elite in character and dedicated to the pursuit of knowledge for its own sake. One hundred and fifteen years ago, the Morrill Act made the first significant modification of this pattern when it created the land grant college to broaden opportunities for America's "industrial classes" to obtain a "liberal and practical education." The land grant pattern focused attention on the application of knowledge to practical problems and on ways to deliver such knowledge to people laboring to make agriculture and industry more productive. Mr. Morrill, U.S. Senator from Illinois, contributed uniquely to the conceptualization and enactment of the decisive legislation in 1862.

With the design in 1965 of a comprehensive community college system and the creation in 1970 of two special upper division, capstone universities as integral resource elements of that system, Illinois had built a viable alternative system of post-secondary education. With these two "capstones" in place, the system was ready to search for a way to make the people's college a reality for those sectors of our society whom the traditional colleges and universities did not want, or know how, to serve. Scholars and teachers could now effectively share their knowledge and skills with the

people who most needed it.

With 49 instructional units dispersed strategically throughout the state, and with locally elected boards of trustees to make the community-centered policy, it followed that colleges would direct their resources to community needs. Communities and citizens have come to look to colleges and their faculties as valuable resources and not merely as teacher-academics keeping largely to themselves outside the classroom and working hours.

While it is easy to speak in these terms, no one really knows a great deal yet about the implications that these expectations carry or how to bring about their realization. Based on the facts of population, the end of the system's explosive growth is in sight. It is time to discover what is really expected of both the community and its college by this new kind of partnership. A good place to begin this search for understanding is with the colleges and their human resources.

In addition to the mandate to make itself an effective educational element in this alternative system, Sangamon State University is enjoined to become a principal innovative public affairs university in the state. Both mandates call for much more than teaching resident students. As one means of addressing itself to the public affairs mandate the University created the Center for the Study of Middle-size Cities to provide leadership for the varied talents and resources which can contribute to the task of utilizing this knowledge.

The investigation reported here was formulated and conducted by the two Sangamon State offices (The Center for the Study of Middle-size Cities and the Office of Education Relations) with direct responsibility for these two mandates. It was designed as a first step toward the goal of learning how Illinois' community colleges in selected middle-size cities

and the capstone universities may work together more effectively to elevate the quality of both the cities and the colleges.

Philosophical and Conceptual Framework

During the 1960's, many major institutions in the United States were subject to intense critical examination. The causes behind this examination are complex and will provide material for academic discussion and debate for some time to come.

One of the most critically evaluated of these institutions was our educational system, particularly the tax-supported centers of higher education. Virtually nothing within higher education went unexamined: the classroom, basic and applied research, the relevance of knowledge and teacher preparation are a few of the important areas that were scrutinized. The reevaluation of educational goals can be traced as far back as the classical roots of our educational enterprise, but the accelerating rate of change in our society makes this scrutiny more crucial than in the past. Academic appraisals of public education have been more frequent and challenging than at any other time in this century.

The major purpose of this report, and the research which underlies it, however, is not to present another thesis about how the educational system should be reconstituted, but to apply the knowledge already generated. Specifically, this report attempts to show how the developments and work of the past decade can be used to improve the community service role of public institutions of higher education in the State of Illinois. Increasingly, we look to our educational institutions to provide the answers to the problems of the communities which these institutions serve. If they are to do this, their purposes and methods must be continually reexamined in light of the best educational thought of the recent past.

In 1965, the State of Illinois created the Illinois Community College Board for the purpose of supervising and coordinating the system of community colleges in the State of Illinois. These institutions have undertaken

academic and vocational education at low cost and services directed at improving the quality of life in their respective communities. In addition to the community colleges, Illinois also created in the early 1970's two upper-division universities--Sangamon State University and Governors State University--which were mandated by the General Assembly to examine community and state affairs.

The community colleges and the upper-division universities constitute what has come to be called the "alternative system" of higher education in the State of Illinois. The commitment to community services is one of the common objectives of these institutions. These institutions are undertaking what some believe is an important and necessary relationship between educational institutions and the community. Louis W. Bender, in an American Association of Community and Junior Colleges' publication, states that the role of the community colleges is "rapidly broadening to include services and activities designed for improving the quality of life for the total community." At another level, Harvard sociologist Daniel Bell, in The Coming of the Post-Industrial Society, maintains that we are entering a new phase of social development and the new society will be hallmarked by its ability to harness specialized theoretical and applied knowledge. "If the dominant figures of the past hundred years have been the entrepreneur, the businessman, and the industrial executive, the 'new men' are the scientists, the mathematicians, the economists, and the engineers of the new intellectual technology."

The necessity for community involvement by community colleges has also been proposed by the Illinois Department of Local Government Affairs (IDLGA). In a recent publication, Illinois Community Colleges: A Resource for Local Governments, IDLGA outlines the need for more technical training for local government officials because of the increasing demands and decreasing

resources available to local government. The report goes on to say:

> Illinois community colleges are potentially the richest source for training and assistance. Their flexible physical facilities, faculties with broad expertise, computer technology and media equipment are but a few examples of the wealth of assets that local officials can tap. Community colleges have the capability of responding quickly to changes in local government priorities, and can offer in-depth courses at comparatively lower costs than most other training institutions.

The wisdom of this mandate has become increasingly clear considering the contemporary social problems, public and private, that have emerged recently. Many institutions have created offices to coordinate community activities. Despite limited resources and controls which limit the nature and amount of the services they can provide, many are making valuable contributions to community life.

The aim of this project is to encourage those institutions making up the alternative system to increase community participation by developing and testing a system for bringing institutional resources to bear on community needs.

Purpose of the Study

Recognition of the service role of community colleges by the Illinois Community College Board (ICCB) is set forth in its Manual of Policies, Procedures and Guidelines. Accordingly, it states:

> A community service program unit entitled 'Center for Community Services' will be approved upon request. Under this unit the college may develop and offer a comprehensive array of services.

The activities of the community service programs are limited, however. The ICCB Manual offers as a guideline the following:

> College participation in the public service area should be circumspect. The college's main product is education, not the direct delivery of health care, police protection, transportation, etc. As an extension of education, however, the college has a rightful and necessary place in community affairs as does the catalytic effect of bringing together citizens interested in common problems.

While the "rightful and necessary place" of community colleges in community affairs is recognized, it is often difficult to develop systematic means for realizing this objective.

A number of assumptions concerning the institutions, institutional personnel, and the communities are inherent in the objectives of this project:

1) that faculty members and administrative personnel of the various educational institutions of the community college system and the upper-division institutions possess knowledge and skills germane to community service activities;

2) that college and university personnel are willing and able to apply their knowledge and skills to community problems;

3) that there is a desire on the part of college and university personnel and the institutions to support greater community service activities; and

4) that the respective communities and the State as a whole would benefit from such services.

The purpose of the study is to test these assumptions and to offer a model for enhancing the service role and function of the institutions.

Specifically, the following objectives were pursued:

1) to conduct a pilot inventory of skills, talents, expertise and interests of members of faculties and administrators of selected Illinois Community Colleges and the upper-division universities;

2) to organize, process and summarize the information in a report to be part of a handbook; and

3) to create an information retrieval system designed to provide basic data on specific subjects the operation and availability of which would be presented in a handbook.

Methodology

Data gathering: The pilot inventory of skills, talents, expertise and interests of the institutions' personnel was conducted by mail questionnaires. The instrument used to collect the data (see Appendix I) was developed over a period of four months. The initial step in this development was to determine whether similar projects had ever been or were currently being undertaken by other states. In order to make such a determination, an explanatory letter was sent to state administrative offices which controlled community, junior and technical colleges throughout the United States. None of the 36 responses received indicated existence of a similar study. Many of those who responded felt that a project of this nature was in accord with community education and involvement and expressed an active interest in the project's outcome.

In addition to contacting the fifty state offices, inquiries were also sent to individuals who had apparently conducted somewhat similar studies. In each of these cases, however, it was reported that their major project aims were significantly different.

A final inquiry was made to the Illinois Department of Personnel for information about the Selective Referral System. While the Selective Referral System was too elaborate to be of direct use, it did serve as a model for the development of the code categories employed in this study. Those categories and their use will be discussed later in this report.

The instrument, it was believed should: (1) be capable of gathering a wide range of information; (2) lend itself to completion in a short period of time; and (3) be capable of eliciting, not only data to be used in the system itself, but also information about the effective operation of the system. The final instrument consisted of two parts. The first part was designed for collecting the necessary data about the talents, interests,

and knowledge of the respondents potentially available for community service. The second part elicited attitudes of the respondents toward participation in such a system.

The instrument was pre-tested at the annual meeting of the Illinois Community College Faculty Association held in Springfield on April 2 - 3, 1976. After completing the form (five volunteers did so in less than 20 minutes), the test respondents -- none of whom represented any of the project's target institutions -- were asked to verbally critique the clarity, scope and relevance of the instrument. The consensus of the respondents was favorable in all of these areas, though minor modifications were made on the basis of the pre-test.

Nine Illinois community colleges and the two upper-division state universities were selected for the study. The criteria for selection of these institutions was the size of the community in which the college is located. It was believed that an adequate test could be made where communities were large enough to offer realistic opportunities for a diversity of professional and volunteer community needs. The two upper-division universities were selected because of their mandate and commitment to community services involvement, (see Table I). The eleven institutions are:

Community Colleges

Black Hawk College
Elgin Community College
Joliet Junior College
Lincoln Land Community College
Morton College
Parkland College
Richland Community College
Rock Valley College
State Community College of East St. Louis

Upper-Division Universities

Governors State University
Sangamon State University

TABLE I. DESCRIPTION OF SELECTED INSTITUTIONS

INSTITUTION	DIST. #	DISTRICT POPULATION+	FTE++	LOCATION	POPULATION OF LOCATION*	CHARTER DATE	CLASS I STATUS GRANTED BY ICCB
Black Hawk	503	243,000	4,745	Moline Kewanee	46,237 15,762	1946	1966
Elgin	509	168,000	2,369	Elgin	56,510	1946	1966
Joliet	525	244,000	3,827	Joliet	78,887	1901	1967
Lincoln Land	526	255,000	2,980	Springfield	91,753	1967	1967
Morton	527	138,000	1,593	Cicero	67,058	1924	1967
Parkland	505	231,000	3,618	Champaign	56,837	1966	1966
Richland	537	132,000	1,183	Decatur	90,397	1971	1971
Rock Valley	511	283,000	3,512	Rockford	147,370	1964	1966
State Community College	601	120,000	1,361	East St. Louis	69,996	1969	1969
Governors State	N/A	N/A	3,267	Park Forest South	1,748	1969	N/A
Sangamon State	N/A	N/A	2,544	Springfield	91,753	1969	N/A

\+ Estimate from ICCB Manual on Procedures, page 14
++ As of spring term, 1975-76 academic year
* From State of Illinois publication, "Counties and Incorporated Municipalities of Illinois," March 1, 1975. Compiled by Michael J. Howlett, Secretary of State.

Black Hawk College. Community College District #503 serves a district population of approximately 243,000 people. Originally chartered in 1946, Black Hawk received Class I status from the Illinois Community College Board in 1966. Its two campuses are located in Moline and Kewanee with populations of 46,237 and 15,762 respectively. Black Hawk's enrollment (FTE) figures (spring term, 1975-76) indicated enrollment of 4,745 students.

Elgin Community College. Community College District #509 serves a district population of approximately 168,000 people. Originally chartered in 1946, Elgin received Class I status from the Illinois Community College Board in 1966. Its is located in Elgin, which has a population of 56,510. Elgin's (FTE) figures (spring term, 1975-76) are 2,369 students.

Joliet Junior College. Community College District #525 serves a district population of approximately 244,000 people. Originally chartered in 1901, Joliet received Class I status from the Illinois Community College Board in 1967. It is located in Joliet which has a population of 78,887. An enrollment of 3,827 students was reflected by Joliet's FTE figures (spring term, 1975-76).

Lincoln Land Community College. Community College District #526 serves a district encompassing approximately 255,000 people. Lincoln Land received Class I status from the Illinois Community College Board in 1967, its charter year. It is located in Springfield which has a population of 91,753. The enrollment (FTE) figures (spring term, 1975-76) show a student body of 2,980.

Morton College. A district population of approximately 138,000 people is served by Community College District #527. Originally chartered in 1924, Morton received Class I status from the Illinois Community College Board in 1967. Located in Cicero (population 67,058), Morton's FTE figures (spring term, 1975-76) show an enrollment of 1,593 students.

Parkland College. Chartered in 1966 and granted Class I status from the Illinois Community College Board the same year, Community College District #505 serves a district population of approximately 231,000. Parkland College is located in Champaign which has a population of 56,837. The FTE figures (spring term, 1975-76) indicated a Parkland College enrollment of 3,618 students.

Richland Community College. Located in Decatur (population 90,397), Richland was both chartered and granted Class I status from the Illinois Community College Board in 1971. Community College District #537 serves a district population of approximately 132,000. Student enrollment is 1,183 according to Richland's FTE figures (spring term 1975-76).

Rock Valley College. Community College District #511 serves a district population of approximately 283,000. Rock Valley received Class I status from the Illinois Community College Board in 1966; the College was originally chartered in 1964. Located in Rockford, which has a population of 147,370, Rock Valley's enrollment stands at 3,512 students as reflected by the FTE figures (spring term, 1975-76).

State Community College of East St. Louis. Located in East St. Louis, State Community College was originally chartered in 1969 and was granted Class I status by the Illinois Community College Board in the same year. Community College District #601 serves a district population of approximately 120,000, of which 69,996 reside in East St. Louis. State Community College's FTE figures (spring term, 1975-76) indicated a student enrollment of 1,361.

Governors State University. One of the two upper-division universities selected for the study, Governor's State was originally chartered in 1969 to serve all Illinois citizens. The University, located in the Chicago suburb Park Forest South (population 1,748), opened its doors in 1971. The enrollment (FTE) figures (spring term, 1975-76) show a student body of 3,267.

Sangamon State University. The second of the two upper-division universities selected for the study, Sangamon State was also chartered in 1969 to serve the citizens of the entire state. Located in the capital of the state (population 91,753), Sangamon State first opened its doors in 1970. Sangamon State's FTE figures (spring term, 1975-76) show student enrollment of 2,544.

Comparative Summary of Selected Institutions: Although some of the community colleges chosen for the study have relatively long histories (Joliet was founded in 1901, Morton in 1924, Black Hawk and Elgin in 1946), all have been designated as Class I Districts during the past 10 years of the Illinois Community College Board's existence. The cities in which these institutions are located range in population from 56,510 in Elgin to 147,370 in Rockford. The one exception is Governors State University in Park Forest South. Black Hawk's two campuses were treated as one, as were the populations of Moline and Kewanee.

The community college districts in which these institutions are located range in population from 120,000 for District #601 (State Community College of East St. Louis) to 283,000 for District #511 (Rock Valley).

The FTE figures (spring term 1975-76) from all institutions in the study, including the two upper-division universities, reveal student enrollments ranging from a low of 1,183 at Richland to a high of 4,745 at Black Hawk.

Sample and Response Rate: In April, 1976, questionnaires were sent to all 1,809 members of the faculties and administration of the eleven selected institutions. Personnel lists were obtained from the current college or university catalog and The Directory of Illinois Community Colleges, 1974-75: Faculty, Trustees, Administrative Staff. The latter source was used in compiling the personnel lists for Black Hawk, Lincoln Land and Parkland. Catalogs were the primary sources of the personnel lists for Elgin, Joliet, Morton, Richland, Rock Valley, State Community College, Governors State and Sangamon State.

Follow-up letters were sent the following week. A total of 344 completed questionnaires were returned during the next two months. (An additional 30 questionnaires were returned but were not usable.) This constitutes a return rate of approximately 20%.

A low response rate was expected from the outset of the study. In the project proposal it was stated that to obtain complete coverage would require a great deal of time and financial resources. Contributing to the low rate of response was the fact that the questionnaire was sent near the end of the spring term, a busy period for college and university personnel. A summary of the sample population and response rate is presented in Table II.

TABLE II. SAMPLE POPULATION AND RESPONSE RATE

INSTITUTION	QUESTIONNAIRES SENT	% OF TOTAL SENT	QUESTIONNAIRES RETURNED	RESPONSE RATE (%)	% OF TOTAL RETURNED
Black Hawk	178	10	44	25	13
Elgin	128	7	29	23	8
Joliet	192	11	31	16	9
Lincoln Land	134	7	20	15	6
Morton	136	8	22	16	6
Parkland	178	10	34	19	10
Richland	117	7	19	16	6
Rock Valley	152	8	32	21	9
State Community College	148	8	30	20	9
Governors State	221	12	37	17	11
Sangamon State	225	12	46	20	13
TOTALS	1,809	99%	344	19%	100%

Profile of Respondents

A total of 344 respondents returned usable questionnaires. The following profile presents information concerning: (1) age; (2) sex; (3) degrees held; (4) number of years teaching; and (5) position held in professional life (see Table III).

Age: The largest proportion of the respondents (38.9%) were in their thirties with a slight majority of those being in their late thirties. Less than one-third (30.1%) were in their forties with a slight majority being in their early forties. Less than one-fifth (16.7%) of the respondents were in their fifties while only five percent (4.8%) were sixty or over. Approximately ten percent (9.5%) were in their twenties.

Sex: The majority of the respondents (68.7%) were males while less than one-third (31.3%) were females.

Degree: Approximately thirty percent (29.4%) of those responding held Doctoral degrees. In addition, more than four-fifths (83.1%) held Masters degrees while more than nine-tenths (91.9%) held Baccalaureate degrees. Nearly one-third (29.1%) held some other type of degree.

Years in teaching: Community college and upper division university faculties and administrators are relatively new in their professions. More than sixty percent (61.2%) indicated that they had been teaching ten years or less. Only slightly more than ten percent (10.7%) of those responding indicated that their years in teaching numbered more than twenty. Approximately thirty percent (28.0%) indicated years of teaching in the range 11-20.

Institutional position: Reflecting their proportion in the institutions, faculty respondents out-numbered administration respondents three-to-one. Nearly two-thirds (61.0%) of those responding were faculty while nearly one-fifth (19.0%) identified themselves as administrators. An additional eighteen percent reported they were "both" faculty and administration. Two percent were counselors.

TABLE III. CHARACTERISTICS OF THE RESPONDENTS

CHARACTERISTICS	NUMBER*	PERCENT
AGE		
20 - 24	2	.6
25 - 29	30	8.9
30 - 34	64	19.0
35 - 39	67	19.9
40 - 44	52	15.5
45 - 49	49	14.6
50 - 54	39	11.6
55 - 59	17	5.1
60 & Over	16	4.8
TOTAL	336	100.0
SEX		
Female	107	31.3
Male	235	68.7
TOTAL	342	100.0
DEGREE LEVEL		
Associates	28	8.1
Baccalaureate	316	91.9
Masters	286	83.1
Doctoral	101	29.4
Other	100	29.1
YEARS IN TEACHING		
1 - 5	88	30.4
6 - 10	89	30.8
11 - 15	46	15.9
16 - 20	35	12.1
21 - 25	14	4.8
26 - 30	12	4.2
31 - 35	2	.7
36 - 40	1	.3
41 & Over	2	.7
TOTAL	289	100.0
INSTITUTIONAL POSITION		
Faculty	211	61.1
Administration	65	19.0
Both of the Above	62	18.0
Counselor	5	2.0
TOTAL	343	100.0

*Variations in the number of responses for each characteristic occurred as a result of some respondents failing to provide this information.

Findings

In varying degrees, the institutional commitment of community colleges and upper-division universities is a mandated function. In the case of the upper-division universities, the public affairs mandate constitutes a sizeable proportion of the institutions' resources. The community college commitment to public service and public affairs is less pronounced, though recognized as an important activity in varying degrees from campus to campus.

It is recognized that the chief function for community colleges and the upper-division universities is viewed as providing instruction. Faculty are recruited primarily to meet the instructional function of the institutions. One of the objectives of this study was to test the feasibility of an expanded institutional community service role. It is likely that significant altering of present institutional activities would require changing the responsibilities of the faculties and administrations. The views of institutional personnel toward present community service activities were sought as well as their attitudes toward expanded public service roles.

Respondent attitudes: College and university personnel believe strongly in the concept of institutional community service. More than 94 percent feel that their educational institution has a "rightful place" in community services involvement (see Table IV). Administrators, more than teaching faculty, were more inclined to strongly agree with the "rightful" nature of institutional community services involvement. Nearly 83 percent of the administrators who responded strongly agreed with this concept as opposed to just over 65 percent of the teaching faculty who responded. Female teachers and administrators were less committed to this concept than their male counterparts. Sixty-two percent of the female respondents strongly agreed with this aspect of the community service involvement concept compared to slightly more than 75 percent among male respondents.

TABLE IV. "The educational institution in which you work has a rightful place in community services involvement."

RESPONSE CATEGORIES	NUMBER	PERCENT
Strongly Agree	241	70.1
Agree	83	24.1
Neither Agree Nor Disagree	12	3.5
Disagree	2	.6
Strongly Disagree	--	--
Did Not Respond	6	1.7
TOTAL	344	100.0

CHARACTERISTIC	TOTAL N	STRONGLY AGREE N	STRONGLY AGREE %	AGREE N	AGREE %	NEITHER AGREE OR DISAGREE N	NEITHER AGREE OR DISAGREE %	DISAGREE N	DISAGREE %	STRONGLY DISAGREE N	STRONGLY DISAGREE %
POSITION	337	240	71.2	83	24.6	12	3.6	2	.6	--	--
Teacher	208	136	65.4	63	30.3	7	3.4	2	1.0	--	--
Administrator	64	53	82.8	9	14.1	2	3.1	--	--	--	--
Both	60	46	76.7	11	18.3	3	5.0	--	--	--	--
Counselor	5	5	100.0	--	--	--	--	--	--	--	--
AGE	332	237	71.4	82	24.7	11	3.3	2	.6	--	--
20 - 29	32	24	75.0	7	21.9	1	3.1	--	--	--	--
30 - 39	131	90	68.7	37	28.2	4	3.1	--	--	--	--
40 - 49	100	70	70.0	24	24.0	5	5.0	1	1.0	--	--
50 - 59	53	41	77.4	10	18.9	1	1.9	1	1.9	--	--
60 & Over	16	12	75.0	4	25.0	--	--	--	--	--	--
SEX	337	240	71.2	83	24.6	12	3.6	2	.6	--	--
Female	105	65	61.9	37	35.2	2	1.9	1	1.0	--	--
Male	232	175	75.4	46	19.8	10	4.3	1	.4	--	--
# YEARS TEACHING	284	196	69.0	75	26.4	11	3.9	2	.7	--	--
1 - 5	87	54	62.1	29	33.3	4	4.6	--	--	--	--
6 - 10	87	65	74.7	20	23.0	2	2.3	--	--	--	--
11 - 15	46	29	63.0	13	28.3	3	6.5	1	2.2	--	--
16 - 20	35	26	74.3	7	20.0	2	5.7	--	--	--	--
21 - 25	13	10	76.9	2	15.4	--	--	1	7.7	--	--
26 & Over	16	12	75.0	4	25.0	--	--	--	--	--	--
INSTITUTION	337	240	71.2	83	24.6	12	3.6	2	.6	--	--
Black Hawk	43	28	65.1	12	27.9	3	7.0	--	--	--	--
Elgin	28	20	71.4	7	25.0	--	--	1	3.6	--	--
Joliet	30	23	76.7	4	13.3	3	10.0	--	--	--	--
Lincoln Land	20	13	65.0	7	35.0	--	--	--	--	--	--
Morton	22	16	72.7	6	27.3	--	--	--	--	--	--
Parkland	33	25	75.8	8	24.2	--	--	--	--	--	--
Richland	19	13	68.4	6	31.6	--	--	--	--	--	--
Rock Valley	31	25	80.6	6	19.4	--	--	--	--	--	--
State Comm. Coll.	29	25	86.2	3	10.3	1	3.4	--	--	--	--
Governor's State	36	21	58.3	10	27.8	4	11.1	1	2.8	--	--
Sangamon State	46	31	67.4	14	30.4	1	2.2	--	--	--	--

TABLE VI. "The educational institution in which you work has a necessary place in community services involvement."

RESPONSE CATEGORIES	NUMBER	PERCENT
Strongly Agree	226	65.7
Agree	81	23.5
Neither Agree Nor Disagree	26	7.6
Disagree	4	1.2
Strongly Disagree	--	--
Did Not Respond	7	2.0
TOTAL	344	100.0

CHARACTERISTIC	TOTAL N	STRONGLY AGREE N	STRONGLY AGREE %	AGREE N	AGREE %	NEITHER AGREE OR DISAGREE N	NEITHER AGREE OR DISAGREE %	DISAGREE N	DISAGREE %	STRONGLY DISAGREE N	STRONGLY DISAGREE %
POSITION	336	225	67.0	81	24.1	26	7.7	4	1.2	--	--
Teacher	207	125	60.4	60	29.0	18	8.7	4	1.9	--	--
Administrator	64	52	81.3	10	15.6	2	3.1	--	--	--	--
Both	60	43	71.7	11	18.3	6	10.0	--	--	--	--
Counselor	5	5	100.0	--	--	--	--	--	--	--	--
AGE	331	221	66.5	81	24.5	25	7.6	4	1.2	--	--
20 - 29	32	22	68.8	6	18.8	3	9.4	1	3.1	--	--
30 - 39	130	88	67.7	30	23.1	10	7.7	2	1.5	--	--
40 - 49.	100	62	62.0	30	30.0	7	7.0	1	1.0	--	--
50 - 59	53	37	69.8	11	20.8	5	9.4	--	--	--	--
60 & Over	16	12	75.0	4	25.0	--	--	--	--	--	--
SEX	336	225	67.0	81	24.1	26	7.7	4	1.2	--	--
Female	104	62	59.6	30	28.8	11	10.6	1	1.0	--	--
Male	232	163	70.3	51	22.0	15	6.5	3	1.3	--	--
# YEARS TEACHING	283	180	63.6	74	26.1	25	8.8	4	1.4	--	--
1 - 5	86	47	54.7	27	31.4	10	11.6	2	2.3	--	--
6 - 10	87	62	71.3	20	23.0	5	5.7	2	4.3	--	--
11 - 15	46	27	58.7	13	28.3	4	8.7	--	--	--	--
16 - 20	35	25	71.4	8	22.9	2	5.7	--	--	--	--
21 - 25	13	9	69.2	1	7.7	3	23.1	--	--	--	--
26 & Over	16	10	62.5	5	31.3	1	6.2	--	--	--	--
INSTITUTION	336	226	67.3	80	23.8	26	7.7	4	1.2	--	--
Black Hawk	43	30	69.8	9	20.9	3	7.0	1	2.3	--	--
Elgin	28	18	64.3	7	25.0	3	10.7	--	--	--	--
Joliet	30	19	63.3	8	26.7	2	6.7	1	3.3	--	--
Lincoln Land	20	14	70.0	4	20.0	2	10.0	--	--	--	--
Morton	22	14	63.6	7	31.8	1	4.5	--	--	--	--
Parkland	33	24	72.7	8	24.2	1	3.0	--	--	--	--
Richland	19	14	73.7	4	21.1	1	5.3	--	--	--	--
Rock Valley	31	24	77.4	4	12.9	3	9.7	--	--	--	--
State Comm. Coll.	29	23	79.3	5	17.2	1	3.4	--	--	--	--
Governor's State	35	17	48.6	10	28.6	6	17.1	2	5.7	--	--
Sangamon State	46	29	63.0	14	30.4	3	6.5	--	--	--	--

TABLE VIII. "The major focus of the educational institution where you work should be: (select one of the following)."

RESPONSE CATEGORIES	NUMBER	PERCENT
Formal Classroom Education Only	7	2.0
Mainly Formal Classroom Education but Some Community Services Involvement	186	54.2
Formal Classroom Education and Community Services Equally	127	36.9
Other (Specify)	17	4.9
Did Not Respond	7	2.0
TOTAL	344	100.0

New teachers, i.e., those with five years or less teaching experience, were less committed to this concept than those with six years or more of teaching experience. The strongest commitment to this notion was found among those with twenty years or more of teaching experience.

Some variation was also found among institutions in the degree of commitment to the concept of community services involvement. On the whole, 70.1 percent of all respondents indicated their strong agreement with the nature of institutional community services involvement. The institutional range, however, is quite large. More than 86 percent of the respondents from State Community College expressed strong agreement with this idea compared to a low of 58.3 percent of the respondents from Governors State. Between 65 and 81 percent of the respondents from the remaining institutions strongly agreed with the nature of institutional community services involvement. (see Table V).

In addition to the large majority who felt that community service involvement was "rightful," nearly equal proportions felt that community service involvement on the part of their educational institution was "necessary" (see Table VI). Slightly more than 89 percent of all respondents expressed agreement with this necessity. "Strong" agreement was expressed by 66 percent of all respondents.

Administrators were more inclined to "strongly" agree with the notion that educational institutions have a "necessary place in community involvement" than the teaching faculty: 81.3 percent of the administrators reported this feeling as opposed to 60.4 percent of the teaching faculty. Sixty percent of the female respondents voiced strong agreement, compared with slightly more than 70 percent of their male counterparts.

Those with five years or less teaching experience were less committed to community services involvement than all others. Only 55 percent of the

new faculty expressed strong agreement with this notion.

The institutional variation found in these responses was also very broad. Slightly more than 79 percent of the respondents from State Community College voiced strong agreement with this notion, compared to a proportion of just under 49 percent among Governors State respondents. Strong agreement in the other institutions ranged between 63 and 78 percent.

When asked to consider what the "major focus" of their educational institution should be, the majority of the respondents (54.2%) felt that the main activity should be a formal classroom education with "some" community service involvement (see Table VIII). The strength of the commitment to community services involvement is evidenced by the fact that more than one-third of the respondents (36.9%) felt that classroom education and community services involvement should be "equally" important functions of the educational institution where they work. Only 2 percent of all respondents felt that formal classroom education alone should be the major focus of their institution.

Institutional administrators were more likely to favor programs where formal classroom education and community services shared "equal" importance. More than half of the administrators (51.6%) expressed this view while less than one-third (31.4%) of the teachers viewed the two activities as being equal in importance.

Along the same lines, males were more inclined to favor the equal importance of formal classroom education and community service than females. About 40 percent of the males voiced this opinion compared to 32 percent of their female counterparts.

CHARACTERISTIC	TOTAL N	"FORMAL CLASSROOM EDUCATION ONLY" RESPONSES N	%	"MAINLY CLASSROOM ED. BUT SOME COMM. SERV. INVOLVEMENT" RESP. N	%	"FORMAL CLASSROOM EDUC. & COMM. SERV. EQUALLY" RESP. N	%	"OTHER" RESPONSES N	%
POSITION	336	7	2.1	186	55.4	126	37.5	17	5.1
Teacher	207	6	2.9	125	60.4	65	31.4	11	5.3
Administrator	64	--	--	29	45.3	33	51.6	2	3.1
Both	5	1	1.7	31	51.7	24	40.0	4	6.7
Counselor		--	--	1	20.0	4	80.0	--	--
AGE	330	7	2.1	184	55.8	122	37.0	17	5.2
20 - 29	32	1	3.1	13	40.6	15	46.9	3	9.4
30 - 39	130	2	1.5	72	55.4	49	37.7	7	5.4
40 - 49	99	3	3.0	60	60.6	32	32.3	4	4.1
50 - 59	53	1	1.9	29	54.7	20	37.7	3	5.7
60 & Over	16	--	--	10	62.5	6	37.5	--	--
SEX	336	7	2.1	186	55.4	126	37.5	17	5.1
Female	104	3	2.9	65	62.5	33	31.7	3	2.9
Male	232	4	1.7	121	52.2	93	40.1	14	6.0
# YEARS TEACHING	283	7	2.5	162	57.2	100	35.3	14	4.9
1 - 5	86	3	3.5	42	48.8	33	38.4	8	9.3
6 - 10	87	1	1.1	49	56.3	35	40.2	2	2.3
11 - 15	46	1	2.2	32	69.6	10	21.7	3	6.5
16 - 20	35	1	2.9	21	60.0	13	37.1	--	--
21 - 25	13	1	7.7	8	61.5	3	23.1	1	7.7
26 & Over	16	--	--	10	62.5	6	37.5	--	--
INSTITUTION	336	7	2.1	186	55.4	126	37.5	17	5.1
Black Hawk	43	--	--	23	53.5	18	41.9	2	4.7
Elgin	28	--	--	13	46.4	14	50.0	1	3.6
Joliet	29	1	3.4	15	51.7	11	37.9	2	6.9
Lincoln Land	20	1	5.0	17	85.0	2	10.0	--	--
Morton	21	1	4.8	14	66.7	5	23.8	1	4.8
Parkland	33	--	--	19	57.6	14	42.4	--	--
Richland	19	--	--	11	57.9	6	31.6	2	10.5
Rock Valley	31	--	--	17	54.8	14	45.2	--	--
State Comm. Coll.	30	1	3.3	13	43.3	16	53.3	--	--
Governor's State	36	2	5.6	20	55.6	9	25.0	5	13.9
Sangamon State	46	1	2.2	24	52.2	17	37.0	4	8.7

Less experienced teachers, i.e., ten years or less teaching experience, were more inclined to favor the two functions equally than were teachers with eleven years or more of experience. About 39 percent of those with ten years teaching experience or less were committed to the equal importance of teaching and service, compared to about 29 percent of those with eleven years or more of teaching experience.

The institutional variation among those who expressed the view that formal classroom education and community services involvement should have equal importance in their institutions was broad. Approximately 53 percent of those who responded from State Community College were of this opinion, compared with 10 percent of the respondents from Lincoln Land. The other institutions ranged between a low of 23.8 percent to a high of 50.0 percent of respondents who favored this equal commitment.

An attempt was made to determine how knowledgeable faculty were about their own institution's service role. Respondents were asked, "Is there a center for community services in existence at the educational institution where you work?" About fifteen percent of those responding said they "did not know." It is interesting to note, however, that, with the exception of Lincoln Land and Richland respondents, there was considerable difference of opinion regarding the existence of such centers. At Sangamon State University, for example, twenty percent reported there was no community service center while more than half (56.8%) indicated there was. Perhaps part of the problem is the name under which such a center operates. Interestingly, Sangamon State University had three public service centers at the time of the survey. These findings may suggest the need for greater publicity among faculty regarding the activities and opportunities for public service in their institutions.

An effort was made to determine how faculty and administrators view the community service component of their institutional responsibilities. When asked if they would like to see the community services component of their jobs increased, slightly more than half of the respondents (51.5%) took an ambivalent position (see Table X). It should be noted, however, that twelve percent of the respondents indicated that they did not want this component of their jobs increased, whereas one-third (32.2%) indicated that they would like to see this aspect increased. The strongest desire for an increased community services role came from faculty and administrators in the age group 20-29 years. Nearly one-fifth (18.8%) expressed "strong" sentiments for an increased service role. An additional twenty-five percent expressed similar sentiments, but less strongly. Males expressed slightly more interest than females.

Among the institutions studied, the faculty and administrators at Governors State University had the highest proportion of respondents who expressed a "strong" desire for more community services activities in their jobs (30.6%). Less than seven percent of the faculty and administrators at Sangamon State University expressed a strong desire for an increased community service component in their present position. Among the community colleges studied, the largest proportion of respondents expressing a strong desire were found at State Community College of East St. Louis. More than one-fourth (27.6%) strongly desired this increased community involvement.

One of the major objectives of this study was to determine how faculty and administrators feel about establishing a system supporting greater community involvement in service activities. This system was described to respondents as a "human resource information system" which would contain the names of college and university personnel and their respective skills, expertise, interests, hobbies, and other relevant information. Agencies,

TABLE X. "I wish that my job included more community services."

RESPONSE CATEGORIES	NUMBER	PERCENT
Strongly Agree	38	11.0
Agree	73	21.2
Neither Agree Nor Disagree	177	51.5
Disagree	32	9.3
Strongly Disagree	10	2.9
Did Not Respond	14	4.1
TOTAL	344	100.0

TABLE XI. "I wish that my job included more community services."

CHARACTERISTIC	TOTAL N	STRONGLY AGREE N	STRONGLY AGREE %	AGREE N	AGREE %	NEITHER A OR D N	NEITHER A OR D %	DISAGREE N	DISAGREE %	STRONGLY DISAGREE N	STRONGLY DISAGREE %
POSITION	329	38	11.6	73	22.2	176	53.5	32	9.7	10	3.0
Teacher	203	20	9.9	42	20.7	108	53.2	25	12.3	8	3.9
Administrator	61	8	13.1	18	29.5	29	47.5	4	6.6	2	3.3
Both	60	9	15.0	10	16.7	38	63.3	3	5.0	--	--
Counselor	5	1	20.0	3	60.0	1	20.0	--	--	--	--
AGE	323	36	11.1	71	22.0	175	54.2	31	9.6	10	3.1
20 - 29	32	6	18.8	8	25.0	15	46.9	2	6.3	1	3.1
30 - 39	129	16	12.4	28	21.7	75	58.1	5	3.9	5	3.9
40 - 49	96	7	7.3	17	17.7	55	57.3	15	15.6	2	2.1
50 - 59	50	5	10.0	13	26.0	22	44.0	9	18.0	1	2.0
60 & Over	16	2	12.5	5	31.3	8	50.0	--	--	1	6.3
SEX	329	38	11.6	72	21.9	177	53.8	32	9.7	10	3.0
Female	103	8	7.8	21	20.4	56	54.4	13	12.6	5	4.9
Male	226	30	13.3	51	22.6	121	53.5	19	8.4	5	2.2
# YEARS TEACHING	277	29	10.5	60	21.7	151	54.5	28	10.1	9	3.2
1 - 5	86	7	8.1	19	22.1	44	51.2	11	12.8	5	5.8
6 - 10	83	11	13.3	21	25.3	41	49.4	8	9.6	2	2.4
11 - 15	46	7	15.2	6	13.0	30	65.2	2	4.3	1	2.2
16 - 20	34	1	2.9	7	20.6	21	61.8	5	14.7	--	--
21 - 25	13	2	15.4	4	30.8	6	46.2	1	7.7	--	--
26 & Over	15	1	6.7	3	20.0	9	60.0	1	6.7	1	6.7
INSTITUTION	329	38	11.6	73	22.2	176	53.5	32	9.7	10	3.0
Black Hawk	43	5	11.6	9	20.9	28	65.1	1	2.3	--	--
Elgin	28	4	14.3	7	25.0	15	53.6	2	7.1	--	--
Joliet	30	2	6.7	6	20.0	16	53.3	6	20.0	--	--
Lincoln Land	20	1	5.0	5	25.0	11	55.0	2	10.0	1	5.0
Morton	21	1	4.8	5	23.8	13	61.9	2	9.5	--	--
Parkland	32	--	--	10	31.3	17	53.1	4	12.5	1	3.1
Richland	17	3	17.6	3	17.6	8	47.1	1	5.9	2	11.8
Rock Valley	29	--	--	10	34.5	16	55.2	2	6.9	1	3.4
State Comm Coll	29	8	27.6	8	27.6	11	37.9	1	3.4	1	3.4
Governor's State	36	11	30.6	3	8.3	13	36.1	5	13.9	4	11.1
Sangamon State	44	3	6.8	7	15.9	28	63.6	6	13.6	--	--

civic organizations, and other community institutions would be informed of the system and invited to solicit the assistance--paid or volunteer--of college or university personnel. In short, the human resource information system is conceived of as a way of matching community needs with college and university resources.

The findings indicate that the respondents, on the whole, support such a system. More than four-fifths (81.4%) of all faculty and administrators responding indicated support for the creation of this system (see Table XII). Only eight percent indicated that they did not support the creation of a human resource information system. Less enthusiasm was found for the information system concept among those who have taught twenty-six years or more (see Table XIII). Even among this group, however, over three-quarters (78.6%) supported the creation of such a system. Institutional responses were uniformly supportive ranging from a low of 83.3 percent from Rock Valley to a high of 100 percent from Richland.

In addition to the support of a centralized information system, a sizeable majority were also willing to take requests for assistance and service from community agencies and organizations either as volunteers or paid consultants (see Table XIV). Eighty-five percent expressed a willingness to participate if this system were created. There were some variations, however. For example, older faculty and administrators were less willing to participate than their younger counterparts and women were less willing to participate than men. Some institutional variation was also found in the degree of willingness to participate. At Sangamon State, for example, more than nine out of ten (94.7%) would participate in such a program if it were available. Elgin Community College and Richland Community College personnel were among those least willing to participate although more than three-fourths (76.9%) responded in the affirmative.

TABLE XII. "Do you support the creation of the Human Resources Informational System?"

RESPONSE CATEGORIES	NUMBER	PERCENT
No	28	8.1
Yes	280	81.4
Did Not Respond	36	10.5
TOTAL	344	100.0

TABLE XIII. "Do you support the creation of the Human Resources Information System?"

CHARACTERISTIC	TOTAL N	NO N	NO %	YES N	YES %
POSITION	307	28	9.1	279	90.9
Teacher	188	14	7.4	174	92.6
Administrator	59	5	8.5	54	91.5
Both	55	9	16.4	46	83.6
Counselor	5	--	--	5	100.0
AGE	301	28	9.3	273	90.7
20 - 29	32	2	6.3	30	93.7
30 - 39	125	8	6.4	117	93.6
40 - 49	83	10	12.0	73	88.0
50 - 59	45	7	15.6	38	84.4
60 & Over	16	1	6.3	15	93.7
SEX	307	28	9.1	279	90.9
Female	95	8	8.4	87	91.6
Male	212	20	9.4	192	90.6
# YEARS TEACHING	259	24	9.3	235	90.7
1 - 5	84	4	4.8	80	95.2
6 - 10	82	8	9.8	74	90.2
11 - 15	42	8	19.0	34	81.0
16 - 20	27	1	3.7	26	96.3
21 - 25	10	--	--	10	100.0
26 & Over	14	3	21.4	11	78.6
INSTITUTION	307	28	9.1	279	90.9
Black Hawk	39	[illegible]	15.4	33	84.6
Elgin	28	2	7.1	26	92.9
Joliet	27	2	7.4	25	92.6
Lincoln Land	19	1	5.3	18	94.7
Morton	20	1	5.0	19	95.0
Parkland	29	4	13.8	25	86.2
Richland	16	--	--	16	100.0
Rock Valley	30	5	16.7	25	83.3
State Comm. Coll.	26	2	7.7	24	92.3
Governor's State	33	3	9.1	30	90.9
Sangamon State	40	2	5.0	38	95.0

TABLE XIV. "If yes (to Question #7), are you willing to take on requests for your skills which may result from the creation of the system?"

RESPONSE CATEGORIES	NUMBER	PERCENT
No	41	11.9
Yes	228	66.3
Did Not Respond	75	21.8
TOTAL	344	100.0

TABLE XV. "If yes (to Question #7), are you willing to take on requests for your skills which may result from the creation of the system?"

CHARACTERISTIC	TOTAL N	NO N	NO %	YES N	YES %
POSITION	268	40	14.9	228	85.1
Teacher	166	24	14.5	142	85.5
Administrator	53	8	15.1	45	84.9
Both	45	7	15.6	38	84.4
Counselor	4	1	25.0	3	75.0
AGE	264	41	15.5	223	84.5
20 - 29	30	6	20.0	24	80.0
30 - 39	110	13	11.8	97	88.2
40 - 49	72	9	12.5	63	87.5
50 - 59	38	9	23.7	29	76.3
60 & Over	14	4	28.6	10	71.4
SEX	269	41	15.2	228	84.8
Female	84	18	21.4	66	78.6
Male	185	23	12.4	162	87.6
# YEARS TEACHING	229	34	14.8	195	85.2
1 - 5	77	9	11.7	68	88.3
6 - 10	73	9	12.3	64	87.7
11 - 15	32	4	12.5	28	87.5
16 - 20	24	6	25.0	18	75.0
21 - 25	11	2	18.2	9	81.8
26 & Over	12	4	33.3	8	66.7
INSTITUTION	268	41	15.3	227	84.7
Black Hawk	33	5	15.2	28	84.8
Elgin	26	6	23.1	20	76.9
Joliet	24	3	12.5	21	87.5
Lincoln Land	17	2	11.8	15	88.2
Morton	18	3	16.7	15	83.3
Parkland	21	4	19.0	17	81.0
Richland	13	3	23.1	10	76.9
Rock Valley	24	5	20.8	19	79.2
State Comm. Coll.	25	4	16.0	21	84.0
Governor's State	29	4	13.8	25	86.2
Sangamon State	38	2	5.3	36	94.7

One reason why some respondents may not have been willing to participate is the already heavy schedules they maintain. Some institutions have encouraged community participation and service by granting "release time" or "work load adjustments" to faculty. Other institutions seem less willing or unable to reduce teaching or administrative duties in order to encourage community service involvement. One of the objectives of the survey was to obtain perceptions of institutional work load adjustment policies (see Table XVI). Half of those responding (50.0%) indicated that, so far as they knew, work load adjustments for community service were not granted. Approximately one-fourth (26.7%) indicated that their institutions did grant work load adjustments, but that they were difficult to obtain. The remaining (9.6%) indicated that work load adjustments were available and relatively easy to obtain in their view.

Responses on the availability of work load adjustments varied considerably among respondents (see Table XVII). Of those respondents (N=296), more than two-thirds of the women (68.5%) believed that work load adjustments could not be obtained in their institutions, while only slightly more than half of their male counterparts (52.9%) had similar impressions of institutional policy.

Community college respondents generally agree that obtaining work load adjustments for community services involvement is difficult, if not impossible, to obtain. The survey shows that work load adjustments are easier to obtain at Governors State and Sangamon State. Community college respondents see little opportunity for release time in this area despite the philosophy and mandates of the various community colleges. Clearly, the barriers to greater community participation and involvement are institutional rather than the faculties' general lack of willingness.

In addition to the willingness of respondents to participate in the

TABLE XVI. "Does your educational institution grant work load adjustments for on-going community services activities?"

RESPONSE CATEGORIES	NUMBER	PERCENT
No	172	50.0
Yes, But Hard to Get	92	26.7
Yes, Easy to Get	33	9.6
Did Not Respond	47	13.7
TOTAL	344	100.0

TABLE XVII. "Does your educational institution grant work load adjustments for on-going community services activities?"

CHARACTERISTIC	TOTAL N	NO N	NO %	YES, BUT HARD TO GET N	YES, BUT HARD TO GET %	YES, EASY TO GET N	YES, EASY TO GET %
POSITION	296	171	57.8	92	31.1	33	11.1
Teacher	184	102	55.4	64	34.8	18	9.8
Administrator	57	37	64.9	14	24.6	6	10.5
Both	51	29	56.9	13	25.5	9	17.6
Counselor	4	3	75.0	1	25.0	--	--
AGE	290	167	57.6	90	31.0	33	11.4
20 - 29	28	19	67.8	8	28.6	1	3.6
30 - 39	119	66	55.5	39	32.8	14	11.7
40 - 49	87	50	57.5	23	26.4	14	16.1
50 - 59	42	27	64.3	11	26.2	4	9.5
60 & Over	14	5	35.7	9	64.3	--	--
SEX	296	171	57.8	92	31.1	33	11.1
Female	92	63	68.5	21	22.8	8	8.7
Male	204	108	52.9	71	34.8	25	12.3
# YEARS TEACHING	251	143	57.0	78	31.1	30	12.0
1 - 5	76	42	55.3	26	34.2	8	10.5
6 - 10	78	41	52.6	24	30.8	13	16.7
11 - 15	39	25	64.1	12	30.8	2	5.1
16 - 20	33	22	66.7	8	24.2	3	9.1
21 - 25	12	7	58.3	3	25.0	2	16.7
26 & Over	13	6	46.2	5	38.5	2	15.3
INSTITUTION	296	172	58.1	91	30.7	33	11.1
Black Hawk	39	23	59.0	13	33.3	3	7.7
Elgin	26	21	80.8	5	19.2	--	--
Joliet	28	23	82.1	4	14.3	1	3.6
Lincoln Land	18	13	72.2	3	16.7	2	11.1
Morton	16	12	75.0	3	18.8	1	6.3
Parkland	28	21	75.0	6	21.4	1	3.6
Richland	9	7	77.8	1	11.1	1	11.1
Rock Valley	30	22	73.3	5	16.7	3	10.0
State Comm. Coll.	25	14	56.0	11	44.0	--	--
Governor's State	34	12	35.3	16	47.1	6	17.6
Sangamon State	43	4	9.3	24	55.8	15	34.9

creation of a centralized information service to help meet community needs, three-fourths of the respondents (75.0%) expressed the belief that there is a need for such a system in their community (see Table XVIII). Nearly half (49.7%) felt that such a system would be "widely used" in the community (see Table XIX). The uniformly high use of such a system, however, should it be created, was not perceived by all those who responded. For example, less than half of those who responded to the question from Rock Valley College (47.8%) felt that a centralized information system would be widely used in their community. Likewise, only half of those who responded from Lincoln Land Community College and Richland Community College (50.0%) felt that such a system should be widely used. On the other hand, more than four-fifths of those who responded from Elgin Community College (81.8%) and three-quarters of those from Black Hawk College (77.1%) felt that such a system would be widely used if created (see Table XX).

Summary Three hundred and forty-four faculty members and administrators responded to a questionnaire sent to nine Illinois community colleges and the state's two upper division universities seeking to test the feasibility and desirability of establishing a system for facilitating greater community service by college and university personnel. The belief in educational institutions being involved in community service activities was strong and the vast majority voiced strong support for an information system as well as a general willingness to participate. Less optimism was expressed on how widely it would be used in some communities.

It should be noted that respondents in this study do not necessarily represent the faculties of the participating institutions. Given the self-selective nature of the respondents, it is possible those participating in the survey may be more representative of those favoring the creation of a centralized information system than of those who disfavor it. Unfortunately,

TABLE XVIII. "In your opinion, is there a need for the Human Resources 'Informational System' in the community served by the educational institution where you work?"

RESPONSE CATEGORIES	NUMBER	PERCENT
No	40	11.6
Yes	258	75.0
Did Not Respond	46	13.4
TOTAL	344	100.0

TABLE XIX. "In your opinion, would the Human Resources 'Information System' be widely used in the community served by your educational institution?"

RESPONSE CATEGORIES	NUMBER	PERCENT
No	94	27.3
Yes	171	49.7
Did Not Respond	79	23.0
TOTAL	344	100.0

TABLE XX. "In your opinion, would the Human Resources 'Information System' be widely used in the community served by your educational institution?"

CHARACTERISTIC	TOTAL N	NO N	NO %	YES N	YES %
POSITION	264	93	35.2	171	64.8
Teacher	155	51	32.9	104	67.1
Administrator	57	21	36.8	36	63.2
Both	47	19	40.4	28	59.6
Counselor	5	2	40.0	3	60.0
AGE	258	91	35.3	167	64.7
20 - 29	25	11	44.0	14	56.0
30 - 39	108	39	36.1	69	63.9
40 - 49	77	27	35.1	50	64.9
50 - 59	36	12	33.3	24	66.7
60 & Over	12	2	16.7	10	83.3
SEX	264	94	35.6	170	64.4
Female	73	26	35.6	47	64.4
Male	191	68	35.6	123	64.4
# YEARS TEACHING	220	78	35.5	142	64.5
1 - 5	70	28	40.0	42	60.0
6 - 10	67	22	32.8	45	67.2
11 - 15	38	16	42.1	22	57.9
16 - 20	25	7	28.0	18	72.0
21 - 25	9	1	11.1	8	88.9
26 & Over	11	4	36.4	7	63.6
INSTITUTION	264	94	35.6	170	64.4
Black Hawk	35	8	22.9	27	77.1
Elgin	22	4	18.2	18	81.8
Joliet	26	12	46.2	14	53.8
Lincoln Land	18	9	50.0	9	50.0
Morton	15	6	40.0	9	60.0
Parkland	26	9	34.6	17	65.4
Richland	14	7	50.0	7	50.0
Rock Valley	23	12	52.2	11	47.8
State Comm. Coll.	26	7	26.9	19	73.1
Governor's State	25	10	40.0	15	60.0
Sangamon State	34	10	29.4	24	70.6

limited resources did not permit a testing of the representativeness of the respondents in this regard. But of those responding to the survey, the overwhelming majority were willing to lend their skills and knowledge to community service efforts. Projecting a similar response from all Illinois community colleges and the two upper-division universities would result in approximately 1500 professional educators willing to become more involved in addressing community needs.

Inventory

In this section the results of the inventory will be listed and briefly described. The results clearly indicate the resource potential of participating individuals and a wide range of skills and interests. Participants responded to ten specific inventory questions. The areas covered in the questioning included interest or participation in a wide variety of activities. Community problems or activities, consultant work, workshops, special licenses and certificates, hobbies, special education, foreign languages, research interests and work history were all covered in the questionnaire (see Tables XXI-XXX). Various degree fields and levels attained were also covered (see Table XXX).

The inventory results are listed in tables twenty-one thru thirty and a detailed description of sub-categories is listed in Appendix II. Respondents were asked to list as many as three possible areas of interest. Many listed more than one aspect of the same major coding category. In this event, the respondent was counted only once for that category. The inventory, however, will have both aspects in its file.

The following tables are easy to understand. They contain the number of responses for each category along with the corresponding percentage of the total number of responses. It should be noted that there may be as many as three responses from an individual. For example, there were 407 responses from 247 individuals on the question concerning community interests. More than eighteen percent (75) of those responses were concerned with specific target groups: the aged, women, minorities, etc. Slightly more than nine percent (37) indicated an interest in elementary/secondary education. An additional nine percent (37) listed higher education as a community interest. Slightly less than nine percent (36) were concerned with various aspects of public service. Environment interests accounted for just over eight percent (33).

Almost seven percent listed areas related to health. Nearly six percent (23) dealt with various religious groups. Just under five percent of all responses were concerned with community arts development. The remaining 83 respondents (20.4%) were divided among ten categories: community affairs, politics, civil liberties, performing arts, civic groups, industry, business, employment and economy. A total of 26 categories were used in coding these responses.

Tables twenty-one thru thirty (listed and explained above) follow on successive pages.

TABLE XXI. "Are there any community problems or activities in which you have a particular interest?"

DESCRIPTION	NUMBER	PERCENT
"Target Groups" (e.g. aged, minorities)	75	18.4
Elementary/Secondary Education	37	9.1
Higher Education	37	9.1
Public Services/Utilities/ Welfare	36	8.8
Social Services	35	8.6
Environment	33	8.1
Health	28	6.9
Religious Group	23	5.7
Community Arts Development	20	4.9
Miscellaneous (Community Affairs, Politics, Civil Liberties, Performing Arts, Fine Arts, Civic Groups, Industry, Business, Employment Economy)	83	20.4
TOTAL	407	100.0

Of the 344 respondents, 247 replied "yes" and provided the above coded information. For a more detailed list of coding categories used, see code book in Appendix IV.

TABLE XXII. "Have you served as a consultant whether paid, or not for any public or private organizations, agencies, or interest groups?"

DESCRIPTION	NUMBER	PERCENT
Education	60	23.0
Skills (e.g. planning, evaluation)	47	18.0
Business/Industry (e.g. planning, Management)	34	13.0
Community Affairs	32	12.3
Health/Environment	31	11.9
Miscellaneous (Target Groups/ Civil Liberties, The Arts, Civil Groups/Religous Groups, Recreation)	57	21.8
TOTAL	261	100.0

Of the 344 respondents, 189 replied "yes" and provided the above coded information. For a more detailed list of coding categories used, see code book in Appendix IV.

TABLE XXIII. "Have you ever conducted workshops, seminars or courses in other than academic settings for public or private organizations, agencies, or interest groups?"

DESCRIPTION	NUMBER	PERCENT
Education	40	16.1
Health/Environment	39	15.7
Business/Industry (e.g. Management, Administration)	36	14.5
Skills (e.g. planning, evaluation)	31	12.5
Target Groups/Civil Liberties	28	11.3
Community Affairs	25	10.1
Miscellaneous (The Arts, Civic/religous groups, Recreation)	49	19.8
TOTAL	248	100.0

Of the 344 respondents, 183 replied "yes" and provided the above coded information. For a more detailed list of coding categories used, see code book in Appendix IV.

TABLE XXIV. "Excluding driver's license, do you presently hold or have you held in the past, any special licenses or certificates of a technical or professional nature?"

DESCRIPTION	NUMBER	PERCENT
Secondary School Certificate (6-12)	49	21.49
Registered Nurse	21	9.21
School Service Personnel - Guidance Counselor Endorsement	12	5.26
Pilot's Certificate - Student or Private	10	4.39
General Certificate (Adult Education)	6	2.63
Licensed Religious Practitioner	6	2.63
Provisional Vocational Certificate	5	2.19
Administrative Certificate - General Supervisory Endorsement	5	2.19
Psychologist	5	2.19
Professional Engineer	5	2.19
Real Estate Broker	5	2.19
Standard Special Certificate	4	1.75
Out of State (Illinois Teaching Certificate)	4	1.75
Certified Social Worker	4	1.75
Life Saving/Water Safety	4	1.75
Elementary School Certificate (K-9)	3	1.32
Dental Assistant	3	1.32
Public Accountant	3	1.32
Tree Expert/Floral Design	3	1.32
Life/Career Development Facilitator	3	1.32
First Aid	3	1.32
Motor Board Operator's Permit	3	1.32
Radiologic Technologist Certificate	3	1.32
Radio Telephone Second Class	3	1.32
Radio Telephone Third Class	3	1.32
Manufacturing Engineer	3	1.32
Certified Shorthand Reporter	2	*
Real Estate Sales Person	2	*
Sanitarian/Public Health	2	*
Certified Data Processor	2	*
Notary Public	2	*
Health and Safety Inspector	2	*
Radio Telephone First Class	2	*
Chef	2	*
Temporary Provisional Certificate (Education)	1	*
Other Provisional Certificates	1	*
Administrative Certificate - General Administration	1	*

(Continued)

TABLE XXIV. (Continued)

DESCRIPTION	NUMBER	PERCENT
Administrative Certificate - Superintendent Endorsement	1	*
Pharmacist Apprentice	1	*
Pharmacist Registered	1	*
Probation Officer	1	*
Accredited Rural Appraisal	1	*
Real Estate Broker - Sales Person	1	*
Veterinarian	1	*
Foster Parent	1	*
VA Certifying Official	1	*
Health Service Provider	1	*
Sex Therapist	1	*
American Federation of Musicians	1	*
Lottery Agent	1	*
Employment Counselor	1	*
Bird Banding/Collecting	1	*
Railroad Refrigeration Inspector	1	*
Weighmaster (railroad)	1	*
Insurance Broker, Agent, Underwriter, etc.	1	*
Illinois License to Practice Law	1	*
License to Experiment with Controlled Substances	1	*
Physical Therapist Registration	1	*
X-Ray Technician Registration	1	*
Medical Technologist	1	*
Radio Telegraph First Class	1	*
Radio Telegraph Third Class	1	*
Citizen Action on Crime	1	*
Cardio-Pulmonary Resuscitation Instruction	1	*
Religious Instructor	1	*
National League of Pen Women	1	*
Classical Egyptian Ballet	1	*
Effectiveness Training Instructor	1	*
TOTAL	228	100.00

(* Less than 1.00%)

Of the 344 respondents, 182 reported some sort of license or certificate.

TABLE XXV. "Do you have any hobbies?"

DESCRIPTION	NUMBER	PERCENT
Gardening/Farming	137	10.4
Photography	98	7.4
Camping	84	6.4
Fishing	81	6.1
Music	79	6.0
Woodworking	54	4.1
Antiques	47	3.6
Gourmet Cooking	46	3.5
Bridge	43	3.3
Boating	42	3.2
Hunting	41	3.1
Sewing	38	2.9
Painting/Art	33	2.5
Knitting	32	2.4
Reading	30	2.3
Auto Mechanics	26	2.0
Golf	21	1.6
Tennis	20	1.5
Needle Point	19	1.4
Bird Watching	17	1.3
Stamp Collecting	17	1.3
Athletics/Sports	16	1.2
Coin Collecting	15	1.1
Miscellaneous (67 hobbies)	284	21.4
TOTAL	1,320	100.0

Of the 344 respondents, 333 replied "yes" and provided the above coded information. For a more detailed list of coding categories used, see code book in Appendix IV.

TABLE XXVI. "Do you possess any specialized education? This includes education received from trade schools, military schools, technical schools, etc."

DESCRIPTION	NUMBER	PERCENT
Miscellaneous Fields/Specialties	28	23.9
Engineering Support	12	10.2
Electronic Data Processing	10	8.5
Public Information/Relations	9	7.9
Personnel	8	6.8
General Administration/Management	6	5.1
Education	6	5.1
Physical Science	6	5.1
Fiscal and related	5	4.3
Allied Health Services	5	4.3
Other (Operations research, sales, law and related, law enforcement, corrections, practice of medicine, biological sciences, general mathematics, engineering/technology, transportation, agriculture)	22	18.8
TOTAL	117	100.0

Of the 344 respondents, 83 replied "yes" and provided the above coded information. For a more detailed list of coding categories used, see code book in Appendix IV.

TABLE XXVII. "Do you speak any foreign languages?"

DESCRIPTION	NUMBER	PERCENT
French	99	28.4
German	76	21.8
Spanish	72	20.6
Latin	28	8.0
Italian	12	3.4
Other (includes 27 additional languages)	62	17.8
TOTAL	349	100.0

Of the 344 respondents, 189 replied "yes" and provided the above coded information. For a more detailed list of coding categories used, see code book in Appendix IV.

TABLE XVIII. "In the space provided below, please list areas in which you have conducted research in the past, are currently conducting research, or plan to conduct research in the future. . . It is not necessary that these areas of research be part of your professional occupation."

DESCRIPTION	NUMBER	PERCENT
Education	136	23.57
Social Sciences	130	22.53
Fine and Applied Arts/ Languages	45	7.79
Biological Sciences/Life Sciences	44	7.63
Psychology/Behavioral Sciences	42	7.28
Business, Management and Related	41	7.11
Health Sciences	29	5.03
Physical Sciences	21	3.64
Miscellaneous (Urban Planning, Agriculture, Computer Science, Special Education, Engineering, Dietetics, Forestry, Home Economics, Journalism, Law, Library Science, Mathematics, Humanities, Theology, Vocational Studies)	89	15.42
TOTAL	577	100.0

Of the 344 respondents, 228 reported some sort of research experience as recorded above. For a more detailed list of code categories used, see code book in Appendix IV.

TABLE XXIX. "Briefly describe your adult work history over the past 10 years. We are especially interested in jobs of an uncommon or peculiar nature."

DESCRIPTION	NUMBER	PERCENT
Education	274	46.2
Miscellaneous Fields/ Specialties	58	9.8
Public Information/Relations	29	4.9
Psychology	23	3.9
General Administration/ Management	23	3.9
General Governmental	16	2.7
Fiscal and Related	14	2.4
Nursing	13	2.2
Engineering/Technology	13	2.2
Personnel	12	2.0
Other (Services to Children and Family, Health Services Administration, Allied Health Services, Electronic Data Processing, Operations Research, Real Estate, Sales, Law Enforcement, Corrections, Social Work, Human Services Administration, Special Education, Medicine, Veterinary Medicine, Health Research, Biological Sciences, Social Sciences, Physical Sciences, General Math, Engineering Support, Transportation, Conservation, Agriculture, Food Related)	118	19.8
TOTAL	593	100.0

Of the 344 respondents, 312 reported job history as coded above. For a more detailed list of code categories used, see code book in Appendix IV.

TABLE XXX. Academic Degrees: Fields & Levels

DEGREE FIELD	DEGREE LEVEL: MAJOR				
	Associate	Baccalaureate	Master	Doctoral	Other
1. Agriculture	1	2	1	--	1
2. Biological Sciences/ Life Sciences	2	21	17	5	3
3. Business, Management & Related	4	41	27	4	11
4. City/Urban Planning	--	--	1	--	--
5. Computer Science/EDP/ Information Services	1	--	1	--	1
6. Education	1	21	66	39	19
7. Special Education	--	1	--	1	--
8. Engineering/Engineering Technology	3	12	4	--	1
9. Fine & Applied Arts/ Languages	3	68	46	8	13
10. Food Sciences/Dietetics/ Nutrition	--	--	1	--	2
11. Forestry & Conservation/ Environmental	--	1	2	--	--
12. Health Sciences	5	30	18	2	10
13. Home Economics	--	--	--	--	--
14. Journalism/Advertising/ Radio-TV	--	2	3	--	1
15. Law/Law Enforcement	--	--	--	1	1
16. Liberal Arts	4	2	--	--	1
17. Library Science	--	1	13	--	1
18. Mathematics/Statistics	1	28	17	4	1
19. Philosophy/Humanities	--	3	2	1	2
20. Physical Sciences	3	20	13	6	7
21. Psychology/Behavioral Sciences	--	14	16	14	4
22. Social Sciences	--	44	32	13	10
23. Theology/Religious Studies	--	2	3	1	1
24. Vocational Related Studies	--	--	--	1	--
TOTAL	28	313	283	100	90

Frequency distribution of various degree levels cross-tabulated with various degree fields reported by respondents.

It can be seen from the tables that both administrative and teaching personnel can offer a wide variety of talent and skills to the communities that they serve. They display an active interest in minority groups and secondary education, community planning, management and consultant work, general education and the health professions as well as an interest in gardening, farming and hobbies such as photography, camping, music and the fine arts. A large number of respondents could speak a foreign language (French and German) and others had considerable research experience in both general education and the various social sciences. Respondents were shown to have a large and varied work background and expertise in a number of technical fields including engineering and electronics. The individual skills, specialized training and talent of respondents is potentially an invaluable community resource.

Value of the System and Recommendations

The purpose of this project was to test the feasibility and desirability of establishing a human resource inventory and information system for Illinois community colleges and upper-division universities. The findings indicate a support from educators in these institutions for greater community involvement and service.

Based on the survey of attitudes and inventory of skills applicable to community needs, the following recommendations are made:

(1) That the Board of Higher Education encourage more active community service role for community colleges and upper-division universities;

(2) That a limited number of community colleges be encouraged to join with appropriate upper-division universities in addressing practical problems at the community level;

(3) That a systematic method for obtaining faculty involvement be used to insure equal opportunity and maximum qualification for community service.

The inventory presented in this report has been shown to be an effective mechanism for storing information regarding individuals' willingness to participate in community service as well as the skills they have to contribut

It should be noted that prior to the implementation of the information system it will be necessary to obtain consent from faculty and administrators to use information about them in this manner.

The potential value of the system, if implemented, can be seen in its utility for the community colleges, their communities as well as for the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE).

For the colleges, the information system would provide systematic data on all faculty with respect to educational background, experiences,

work history, skills and interests. This would be of considerable value in implementing an expanded community service role. Speakers bureaus in some colleges and universities attempt to maintain such a file to handle requests for experts to address clubs and organizations. The role of an information system would expand this function to facilitate closer town gown realtionships.

For the communities, the information system is a mechanism for improving the quality of life by invoking the participation of academics in addressing community problems. This involvement by academics brings expertise to bear on the issue or area of concern but, also, provides an opportunity for faculty members to test their knowledge in real situations.

For the Illinois Community College Board and the Board of Higher Education the information system provides a resource of up-to-date information regarding the credentials of college and university faculties.

The implementation of an information system for community service would signal a renewed commitment to the ideals which gave rise to the community college movement more than a decade ago. It would attest to the fact that these institutions exist for the improvement of their communities.

APPENDICES

I Survey Instrument

II Code Book

APPENDIX I

Survey Instrument

I. D. # _____ DATE _____

This questionnaire is designed to gather information about your skills, talents, and knowledge, in both your professional and non-professional life, which may prove useful in addressing unmet community needs. Responding to this questionnaire in no way constitutes a personal commitment to perform any other activities.

Please examine each of the following categories and respond as briefly and specifically as possible. Work in pencil.

(7) 1. Are there any community problems or activities in which you have a particular interest?

(circle)
No . . . . . 1.

Yes . . . . . 2. If yes, please supply the following information.

	Community Problem/Activity	Briefly describe the nature of your interest	
(8,9)	1.		(10,11)
(12,13)	2.		(14,15)
(16,17)	3.		(18,19)

(21) 2. Have you served as a consultant whether paid or not paid, for any public or private organizations, agencies, or interest groups?

(circle)
No . . . . . 1.

Yes . . . . . 2. If yes, please supply the following information.

	What are the areas of consultation?	For whom was the consultation done?	
(22,23)	1.		(24,25)
(26,27)	2.		(28,29)
(30,31)	3.		(32,33)

35) 3. Have you ever conducted workshops, seminars, or courses in other than academic settings for public or private organizations, agencies, or interest groups?

(circle)

No . . . . . 1.

Yes . . . . . 2. If yes, please supply the following information:

	What were the subject areas of these workshops, seminars, or courses?	For whom was this workshop, seminar or course conducted?	
36,37)	1.		(38,39)
40,41)	2.		(42,43)
44,45)	3.		(46,47)

48) 4. Excluding driver's license, do you presently hold or have you held in the past, any special licenses or certificates of a technical or professional nature?

(circle)

No . . . . . 1.

Yes . . . . . 2. If yes, please supply the following information:

	What is the License/Certificate?	Is this a License or Certificate? (circle one)	Is License/Certificate valid in Illinois? (circle one)	
50,51,52)		L . . . . 1. C . . . . 2.	No . . . . . 1. Yes . . . . . 2. Not applicable . . . 3.	(54)
55,56,57)		L . . . . 1. C . . . . 2.	No . . . . . 1. Yes . . . . . 2. Not applicable . . . 3.	(59)
60,61,62)		L . . . . 1. C . . . . 2.	No . . . . . 1. Yes . . . . . 2. Not applicable . . . 3.	(64)

5. Do you have any hobbies?

(66)

(circle)

No . . . . . 1.

Yes . . . . . 2. If yes, please check the designation which best describes your hobby.

____photography (01)	____leather craft (08)	____ceramics (16)	____dog-grooming (24)
____painting (02)	____gem polishing (09)	____sewing (17)	____meditation (25)
(67,68) (69,70) ____woodworking (03)	____equitation (10)	____knitting (18)	____music (26) (27)
(71,72) ____gardening (04)	____gourmet cooking(11)	____camping (19)	____fly tying and casting
____tropical fish(05)	____cake decorating(12)	____boating (20)	____bird watching (28)
____antiques (06)	____flower arranging(13)	____bridge (21)	____coin collecting (29)
____astronomy (07)	____needle point (14)	____hunting (22)	____stamp collecting (30)
	____fishing (15)	____archery (23)	____auto mechanics (31)

____OTHER (specify) _____ (99)

6. In the preceding parts of this section we have included a broad range of possible skills, talents, and knowledge. Are there other abilities or interests which you have that do not readily fit those categories?

(74)

(circle)

No . . . . 1.

Yes . . . 2. If yes, please supply the following information:

	What is the subject of interest?	What is the nature of your ability/interest?	
(75,76)	1.		(77, 78)
(7,8)	2.		(9,10)
(11,12)	3.		(13, 14)

7. Listed below are a number of degree levels from colleges and universities. Beside each degree which you possess, please write the discipline/subject matter in which you received that degree. Leave all others blank.

	Degree	Circle appropriate degree	Discipline/Subject Matter	
(16)	Associate Degree	AA...1. AS...2. NA...3.		(17,18 19,20)
(21)	Baccalaureate Degree	BA...1. BS...2. NA...3.		(22,23 24,25)
(26)	Masters Degree	MA...1. MS...2. NA...3.		(27,28 29,30)
(31)	Doctoral Degree	Ph.D...1. Ed.D...2. NA.....3.		(32,33 34,35)
(36)	OTHER (specify)			(37,38 39,40)

(42) 8. Do you possess any specialized education? This includes education received from trade schools, military schools, technical schools, etc.

(circle)

No . . . . . 1.

Yes . . . . 2. If yes, please supply the following information:

	What is the Degree/Certificate awarded?	What is the subject/skill studied?
(43,44)	1.	
(49,50)	2.	
(55,56)	3.	

:2) 9. Do you speak any foreign languages?

(circle)
No . . . . . 1.

Yes . . . . 2. If yes, please read the following instructions:

Listed below are a number of foreign languages and a table describing four levels of language skill. Identify those languages in which you possess some degree of skill by placing the number value in the blank preceding each language which best describes your skill-level in that language.

3,64,65)
6,67,68)
9,70.71)

1--Basic understanding--could translate simple written communication with dictionary and much time.

2--Could interpret simple oral or written communication with a dictionary but could not act as an interpreter.

3--Could understand and interpret complex oral or written communication.

4--Language completely mastered--oral and written.

___Arabic (01)	___Greek (Modern) (08)	___Korean (15)	___Scandinavian (22)
___Catalan (02)	___Hebrew (Ancient)(09)	___Latin (16)	___Serbo-Croatian(23)
___Chinese (03)	___Hebrew (Modern) (10)	___Persian (17)	___Slavic (24)
___Czech (04)	___Hindi (11)	___Polish (18)	___Spanish (25)
___French (05)	___Indonesian (12)	___Portuguese (19)	___Swahili (26)
___German (06)	___Italian (13)	___Romanian (20)	___Tagalog (27)
___Greek (Classical)(07)	___Japanese (14)	___Russian (21)	___Vietnamese (28)
___OTHER (specify) _____(99)			___Yoruba (29)

3) 10. In the space provided below, please list areas in which you have conducted research, in the past, are currently conducting research, or plan to research in the future. Do <u>not</u> provide abstracts or findings of any sort--only <u>areas</u> of research (i.e. demography, cell biology, the Civil War, etc.) It is not necessary that these areas of research be part of your professional occupation.

),75,76,77)
,8,9,10)
1,12,13,14)
),16,17,18)
),20,21,22)
),24,25,26)

28) 11. Briefly describe your adult work history over the past 10 years. We are particularly interested in jobs of an uncommon or peculiar nature.

29,30,31,32)
33,34,35,36)
37,38,39,40)
41,42,43,44)

12. Please supply the following personal information:

63-64) NAME _____

65) INSTITUTION WHERE YOU ARE EMPLOYED _____

(circle)

66,67) IS YOUR POSITION FACULTY OR ADMINISTRATIVE? FACULTY POSITION . . . . . 1.
ADMINISTRATIVE POSITION . . . 2.

68) IS YOUR POSITION: ( ) PART TIME (69,70 IF PART TIME, WHAT IS YOUR OCCUPATION?
( ) FULL TIME 71,72) (be specific) _____

73,74,75,76) WHAT IS YOUR TEACHING FIELD? _____

77,78) HOW LONG HAVE YOU BEEN TEACHING IN THIS FIELD? _____

7, 8) AGE _____ SEX _____ (9, 10)

Prior to responding to this section, please read the cover letter which is part of this questionnaire.

This part of the survey will be reported in summary form only. The information obtained will not be part of the "Informational System".

This section is aimed at eliciting some factual information as well as some of your attitudes concerning various aspects of your work and the creation of the information system. There are no right or wrong answers.

In the space provided, please check the response which best describes your feeling about the statement.

1. The educational institution in which you work has a rightful place in community services involvement. (11)

(circle)

(11) Strongly Agree . . . . . 1.

(12) Agree . . . . . 2.

(13) Neither Agree nor Disagree . . . . . 3.

(14) Disagree . . . . . 4.

(15) Strongly Disagree . . . . . 5.

2. The educational institution in which you work has a necessary place in community services involvement. (12)

(circle)

(16) Strongly Agree . . . . . 1.

(17) Agree . . . . . 2.

(18) Neither Agree nor Disagree . . . . . 3.

(19) Disagree . . . . . 4.

(20) Strongly Disagree . . . . . 5.

3. The major focus of the educational institution where you work should be: (select one of the following). (13)

(circle)

Formal classroom education, only . . . . 1.

Mainly formal classroom education, but some community services involvement..2.

Formal classroom education and community services equally . . . . . 3.

Other (specify) _____ . . .4.

4. The educational institution where you work <u>does serve</u> as a center for
(14) community service involvement.

(circle)

No . . . . . 1.

Yes . . . . . 2.

Don't Know . . . . . 3.

5. I wish that my job included more community services.
(15)

(circle)

No . . . . . 1.

Yes . . . . . 2.

6. Is there a center for community services in existence at the educational
(16) institution where you work?

(circle)

No . . . . . 1.

Yes . . . . . 2.

Don't Know . . . . . 3.

7. Have you participated in any of the following kinds of community services as part of you job? (circle the appropriate response)

		(circle) No	Yes
(17)	- Enhancing community development and leadership training	1	2
(18)	- Upgrading the family and the home.	1	2
(19)	- Enriching the life of senior citizens.	1	2
(20)	- Strengthening public health, safety, and the environment.	1	2
(21)	- Providing special learning experiences for minority groups.	1	2
(22)	- Providing cultural enrichment opportunities for all citizens.	1	2

8. Before each item below, please write the <u>approximate</u> percentage of time spent in the activity described as <u>part of your job</u>. Please consider your entire range of day to day activities.

(25,26) (%) <u>Course Work</u>--time actually spend in class and time spent in preparation for classes.

(27,28) (%) <u>Major Administrative Duties</u>

(29,30) (%) <u>Routine Disciplinary and Institutional Work</u>--committee work, program meetings, scheduling activities, etc.

(31,32) (%) <u>Community Services Work</u>--conducting workshops and seminars, doing consulting work, and other non-credit functions.

(question 8 continued)

(35,36) (%) Advising Students--directing students in fulfilling institutional requirements, aiding students in course work, etc.

(37,38) (%) Miscellaneous

(39,40) (%) Other Major Time Expenditures--please specify _____
=100%

_____

9. Do you support the creation of the Human Resource Informational System?

(42)

(circle)
No . . . . . 1.

Yes . . . . . 2. If yes, are you willing to take on requests for your skills which may result from the creation of the system?

(43)

(circle)
No . . . . . 1.

Yes . . . . . 2.

10. (44) Does your educational institution grant work load adjustments for on-going community services activities?

(circle)
No . . . . . 1.

Yes, but hard to get...2.

Yes, easy to get . . . 3.

11. (45) In your opinion, is there a need for the Human Resource "Informational System" in the community served by the educational institution where you work?

(circle)
No . . . . . 1.

Yes . . . . . 2.

12. (46) In your opinion, would the Human Resource "Informational System" be widely used in the community served by your educational institution?

(circle)
No . . . . . 1.

Yes . . . . . 2.

NOTE: Please enclose a copy of your most recent vita.

APPENDIX II

CODE BOOK

HUMAN RESOURCE INVENTORY

AND

INFORMATIONAL SYSTEM

Column #	Item	Question and Response Categories
1	Card # 1	
2-5	Respondent ID #	(0001-N)
6	Blank	
7	Question # 1	Are there any community problems or activities in which you have a particular interest? 1. No 2. Yes If yes, please supply the following information:
8-11		Community Problem/Activity--Briefly Describe the Nature of Your Interest
12-15		Community Problem/Activity--Briefly Describe the Nature of Your Interest
16-19		Community Problem/Activity--Briefly Describe the Nature of Your Interest

NOTE: SEE THE FOLLOWING FIVE PAGES (CODE I) FOR CODE NUMBERS AND DESCRIPTIONS.

CODE I COMMUNITY/PERSONAL INTERESTS

1000 Community Affairs

1100 Government
1110 Administrative
1111 Elected Official
1112 Appointed Official
1113 Advisory
1114 Funding

1120 Research and Development
1121 Government Publications

1130 Legislation/Advocacy
1131 Foreign Relations

1140 Services
1141 Cost/Efficiency
1142 Management
1143 Funding

1200 Public Services/Utilities/Welfare
1210 Administrative
1211 Public Safety
1212 Traveler's Service
1213 Library
1214 Welfare Agencies

1220 Research and Development
1221 Transportation
1222 Legal Aid

1230 Legislation/Advocacy
1231 Cost/Efficiency

1240 Services
1241 Housing
1242 Funding
1243 Streets/Roads/Highways
1244 Traffic
1245 Recreational Facilities
1246 Sewage
1247 Radio/TV/Journalism
1248 Quality of Life

1250 Criminal Justice
1251 Police
1252 Courts
1253 Corrections
1254 Research and Development

1300 Politics
1310 Reform
1311 Politicians

1320 Activities
1321 Precinct Committeeman
1322 Campaign Volunteer
1323 General
1324 Lobbying

1400 Social Services
1410 Administrative
1411 Institutional
1412 Local
1413 Regional
1414 State
1415 National

1420 Research and Development
1421 Grant Proposals
1422 Professional Development
1423 Delinquency
1424 Popular Culture

1430 Legislation/Advocacy
1431 Client Protection
1432 Community Awareness

1440 Services
1441 Community
1442 Coordination
1443 Funding
1444 Volunteer
1445 Workshops

1450 Counseling Services
1451 Children/Youth
1452 Young Adults
1453 The Family
1454 Individuals
1455 Women
1456 Groups

1460 Drugs/Alcohol
1461 Drug Use/Abuse
1462 Alcoholism
1463 Drug Education

2000 Health and Environmental

2100 Health
2110 Administrative
2111 Institutional
2112 Local
2113 Regional
2114 State
2115 National
2116 Advisory

2120 Research and Development
2121 Nutrition
2122 Publicity
2123 Evaluation

2130 Legislation/Advocacy
2131 Volunteer
2132 Education
2133 Political

2140 Services (Health Programs)
2141 Quality Control
2142 Inter-Agency Cooperation
2143 Facilities
2144 Dental Health

2150 Services (Personnel)
2151 Volunteer
2152 Education
2153 Professional
2154 Career Counseling (Health)

2200 Environment
2210 Administrative
2211 Planning/Advisory

2220 Research and Development
2221 Improvement
2222 Information
2223 Problems

2230 Legislation/Advocacy
2231 Quality Control
2232 Monitor Public Service

2240 Advisory
2241 Agency
2242 Facilities
2243 Public Relations
2244 Local Government

2250 Target Areas
2251 Land Use
2252 Structures
2253 Water
2254 Animals
2255 Pollution/Ecology
2256 Weather
2257 Energy
2258 Plants

2260 Planning
2261 Social
2262 Urban
2263 Problems

2270 Education
2271 School
2272 Community

3000 Education

3100 Elementary/Secondary
3110 Administrative
3111 School Board
3112 Planning/Advisory

3120 Research and Development
3121 Improvement
3122 Curriculum

3130 Legislation/Advocacy
3131 Funding
3132 Desegregation
3133 Schools

3140 Services
3141 Quality Control
3142 Facilities
3143 Tutoring
3144 Special Education
3145 Sports

3150 Curriculum
3151 Sciences
3152 Humanities
3153 Health
3154 Sex
3155 Environmental

3200 Higher Education
3210 Administrative
3211 Community College
3212 Planning/Advisory
3213 Teaching Organizations

3220 Research and Development
3221 Improvement
3222 Curriculum
3223 College and Community
3224 College and Employment
3225 Public/Community History
3226 Teaching

3230 Services
3231 Quality Control
3232 Facilities
3233 Tutoring
3234 Careering Counseling
3235 Educational Media
3236 Guidance and Counseling

3240 Curriculum
3241 Business
3242 Industry
3243 Vocational Educ./Continuing Educ.
3244 Special Education
3245 Educational Travel
3246 Arts/Crafts
3247 Professional Concerns

3250 Students
3251 Quality
3252 Adults
3253 Drop-Outs
3254 Veterans
3255 Handicapped
3256 Consumers

4000 Target Groups/Civil Liberties

4100 Target Groups
4110 The Aged
4111 General
4112 Problems
4113 Retirement
4114 Services
4115 Recreation
4116 Research

4120 The Family
4121 Problems
4122 Single Parent Families
4123 Budgeting
4124 Child Abuse
4125 Child Care
4126 Planned Parenthood
4127 Day Care Centers

4130 Children/Youth
4131 Organized Recreation
4132 Youth Groups
4133 Problems
4134 Work
4135 Activities Funding

4140 The Handicapped
4141 Problems
4142 Facilities Improvement
4143 Activities
4144 Education

4150 The Poor
4151 Problems

4160 Women
4161 Feminism
4162 Health Concerns
4163 Self-Help
4164 Sex Roles
4165 Status

4170 Minorities
4171 Education
4172 Cultural Understanding
4173 Community
4174 Problems
4175 Status
4176 Racism
4177 Research and Development

4200 Civil Liberties
4210 Affirmative Action
4220 Equality
4230 Racism
4240 Women's Rights

5000 The Arts

5100 Performing Arts
5110 Music
5111 Organizations
5112 Participant
5113 Production
5114 Career
5115 Composition/Arrangement

5120 Theatre
5121 Organizations
5122 Participant
5123 Production
5124 Career

5200 Fine Arts
5210 Literature
5211 Organizations
5212 Creative Writing
5213 Poetry
5214 Drama

5220 Painting
5221 Organizations
5222 Facilities

5300 Community Arts Development
5310 Skills Development
5311 Music
5312 Theatre
5313 Opera
5314 Literature
5315 Dance

5320 Activities
5321 Art Shows
5322 Public Sculpture
5323 Concerts

5330 Community
5331 Support
5332 Schools
5333 Participation
5334 Facilities

6000 Civic/Religious Groups

6100 Civic
6110 Services
6111 Donations
6112 Educational/Advisory
6113 Youth and Children
6114 Bicentenniel
6115 Military Reserve
6116 Publicity

612C Activities
6121 Peace Education
6122 Community Improvement
6123 Facilities
6124 Lecturing/Discussing

6200 Religious
6210 Education
6211 Sunday School
6212 General Religious
6213 Church and Higher Education
6214 Ministers

6220 Activities
6221 Church Leader
6222 Liturgy
6223 Church and Community
6224 Advisory

7000 Business/Industry/Employment/Economy

7100 Business
7110 Advisory
7111 Minority
7112 Management
7113 Public Relations

7120 Development
7121 Operational Firms
7122 Real Estate
7123 Quality Control
7124 Business Methods/Skills
7125 General Office Support
7126 Finances

7200 Industry
7210 Quality Control

7220 Development
7221 Management

7230 Education
7231 Technology

7300 Employment
7310 Unemployment

7320 Labor Relations
7321 Collective Bargaining

7330 Career Opportunities
7331 Career Counseling

7400 Economy
7410 For Businesses

Column #	Item	Question and Response Categories
20	Blank	
21	Question # 2	Have you served as a consultant whether paid or not paid, for any public or private organizations, agencies, or interest groups? 1. No 2. Yes If yes, please supply the following information:
22,23		What are the areas of consultation?
24,25	Blank	
26,27		What are the areas of consultation?
28,29	Blank	
30,31		What are the areas of consultation?
32,33	Blank	

NOTE: SEE THE FOLLOWING PAGE (CODE II) FOR CODE NUMBERS AND DESCRIPTIONS.

CODE II CONSULTING WORK/WORKSHOPS/SEMINARS

10 Community Affairs
11 Government
12 Public Services/Utilities
13 Politics
14 Social Services
15 Planning
16 Criminal Justice
17 Mental Health/Drug Abuse
18 Counseling
19 Volunteerism

20 Health/Environment
21 Health Planning/Finances
22 Health Advocacy
23 Health Services (Programs)
24 Health Services (Personnel)/Education
25 Environmental Planning/Advocacy
26 Environmental Education
27 Environmental Pollution
28 Ecology
29 Urban Planning

30 Education
31 Administration
32 Vocational Educ/Continuing Educ
33 Desegregation
34 Curriculum/Subject Matter
35 Planning/Research and Development
36 Evaluation/Career Counseling
37 Special Programs
38 Media/Audio-Visual/Computerized Educ
39 Finances

40 Target Groups/Civil Liberties
41 The Aged
42 The Family/Sex Education
43 Children/Youth
44 Veterans/The Handicapped
45 Minorities
46 Women
47 Affirmative Action
48 Self Help/Language Instruction
49 Civil Liberties

50 The Arts
51 Evaluation
52 Community Development
53 Music/Theatre
54 Painting/Graphic Arts
55 Architecture
56 Sculpture/Ceramics
57 Photography
58 Facilities
59 Literature

60 Skills
61 Evaluation
62 Planning
63 Development
64 Communication/interpersonal Communication
65 Public Relations
66 Management/Leadership
67 Editing/Book Review
68 Research
69 Finances

70 Business/Industry
71 Management
72 Development/Real Estate/Professional Skills
73 Employment/Career Counseling
74 Budgeting/Fiscal Concerns
75 Administration
76 Economy
77 Policies
78 Labor/Collective Bargaining
79 Support Services/Data Processing/ Computerized Production

80 Civic/Religious
81 Clergy/Laity Relations
82 Music
83 Religious Education
84 Ecumenism
85 Current Events
86 Community Improvement
87 Bicentenniel

90 Recreation
91 Safety
92 Facilities
93 Programs/Sports/Officials
94 Education
95 Leisure
96 Physical Education
97 Skills

Column #	Item	Question and Response Categories
34	Blank	
35	Question #3	Have you ever conducted workshops, seminars, or courses in other than academic settings for public or private organizations, agencies, or interest groups? 1. No 2. Yes If yes, please supply the following information:
36,37		What were the subject areas of these workshops, seminars, or courses?
38,39	Blank	
40,41		What were the subject areas of these workshops, seminars, or courses?
42,43	Blank	
44,45		What were the subject areas of these workshops, seminars, or courses?
46,47	Blank	

NOTE: SEE THE FOLLOWING PAGE (CODE II) FOR CODE NUMBERS AND DESCRIPTIONS.

CODE II CONSULTING WORK/WORKSHOPS/SEMINARS

10 Community Affairs
11 Government
12 Public Services/Utilities
13 Politics
14 Social Services
15 Planning
16 Criminal Justice
17 Mental Health/Drug Abuse
18 Counseling
19 Volunteerism

20 Health/Environment
21 Health Planning/Finances
22 Health Advocacy
23 Health Services (Programs)
24 Health Services (Personnel)/Education
25 Environmental Planning/Advocacy
26 Environmental Education
27 Environmental Pollution
28 Ecology
29 Urban Planning

30 Education
31 Administration
32 Vocational Educ/Continuing Educ
33 Desegregation
34 Curriculum/Subject Matter
35 Planning/Research and Development
36 Evaluation/Career Counseling
37 Special Programs
38 Media/Audio-Visual/Computerized Educ
39 Finances

40 Target Groups/Civil Liberties
41 The Aged
42 The Family/Sex Education
43 Children/Youth
44 Veterans/The Handicapped
45 Minorities
46 Women
47 Affirmative Action
48 Self Help/Language Instruction
49 Civil Liberties

50 The Arts
51 Evaluation
52 Community Development
53 Music/Theatre
54 Painting/Graphic Arts
55 Architecture
56 Sculpture/Ceramics
57 Photography
58 Facilities
59 Literature

60 Skills
61 Evaluation
62 Planning
63 Development
64 Communication/interpersonal Communication
65 Public Relations
66 Management/Leadership
67 Editing/Book Review
68 Research
69 Finances

70 Business/Industry
71 Management
72 Development/Real Estate/Professional Skills
73 Employment/Career Counseling
74 Budgeting/Fiscal Concerns
75 Administration
76 Economy
77 Policies
78 Labor/Collective Bargaining
79 Support Services/Data Processing/ Computerized Production

80 Civic/Religious
81 Clergy/Laity Relations
82 Music
83 Religious Education
84 Ecumenism
85 Current Events
86 Community Improvement
87 Bicentenniel

90 Recreation
91 Safety
92 Facilities
93 Programs/Sports/Officials
94 Education
95 Leisure
96 Physical Education
97 Skills

Column #	Item	Question and Response Categories
48	Blank	
49	Question # 4	Excluding driver's license, do you presently hold or have you held in the past, any special licenses or certificates of a technical or professional nature? 1. No 2. Yes If yes, please supply the following information:
50-52		What is the license/certificate?
53	Blank	
54		Is license/certificate valid in Illinois? 1. No 2. Yes 3. Not Applicable
55-57		What is the license/certificate?
58	Blank	
59		Is license/certificate valid in Illinois? 1. No 2. Yes 3. Not Applicable
60-62		What is the license/certificate?
63	Blank	
64		Is license/certificate valid in Illinois? 1. No 2. Yes 3. Not Applicable

NOTE: SEE FOLLOWING TWO PAGES (CODE III) FOR LICENSE/CERTIFICATE CODE NUMBERS AND DESCRIPTIONS.

CODE III LICENSES/CERTIFICATES OF A TECHNICAL OR PROFESSIONAL NATURE

MISCELLANEOUS EDUCATION CERTIFICATES

102 Provisional Vocational Certificate
106 Standard Special Certificate
107 General Certificate (Adult Education)
Includes: General Certificate for part-time teachers, Junior College and Adult Education
110 School Service Personnel - Guidance Counselor Endorsement
113 Temporary Provisional Certificate
114 All other provisional certificates except Provisional Vocational
116 Out of State (Illinois) teaching certificate

ELEMENTARY, SECONDARY, AND ADMINISTRATIVE CERTIFICATES

201 Elementary School Certificate (K-9)
202 Secondary School Certificate (6-12)
203 Administrative Certificate - General Supervisory Endorsement
204 Administrative Certificate - General Administration
205 Administrative Certificate - Superintendent Endorsement

LICENSES AND CERTIFICATES FOR OTHER THAN EDUCATION

710 Certified Shorthand Reporter/Bookkeeper/Clerical Work
712 Dental Assistant
742 Registered Nurse
748 Pharmacist Apprentice
752 Pharmacist Registered
758 Psychologist
760 Certified Social Worker
761 Probation Officer
776 Professional Engineer
778 Public Accountant
779 Accredited Rural Appraiser
780 Real Estate Broker - Sales Person
781 Real Estate Broker
782 Real Estate Sales Person
783 Sanitarian/Public Health
785 Tree Expert/Floral Design
787 Veterinarian
801 Certified Data Processor
802 Notary Public
803 Foster Parent
804 VA Certifying Official
805 Life/Career Development Facilitator
806 Health Service Provider
807 Sex Therapist
808 American Federation of Musicians
809 Lottery Agent
810 Employment Counselor
811 Bird Banding/Collecting
905 First Aid
908 Health and Safety Inspector
911 Railroad Refrigeration Inspector
914 Weighmaster (railroad)
916 Insurance Broker, Agent, Underwriter, Adjuster, Investigator, etc.

917 Illinois License to practice law
923 Licenses to experiment with controlled substances
925 Physical Therapist Registration
927 X-Ray Technician Registration
928 Medical Technologist
930 Motor Boat Operator's Permit
931 Life Saving/Water Safety
942 Pilot's certificate - Student or private
949 Radiologic Technologist Certificate
951 Radio Telephone First Class
952 Radio Telephone Second Class
953 Radio Telephone Third Class
954 Radio Telegraph First Class
956 Radio Telegraph Third Class
984 Citizen Action on Crime
991 Cardio-Pulmonary Resuscitation Instructor
992 Collecting License
993 Licensed Religious Practitioner
994 Religious Educator
995 National League of Pen Women
996 Classical Egyptian Ballet
997 Effectiveness Training Instructor
998 Manufacturing Engineer
999 Chef

Column #	Item	Question and Response Categories
65	Blank	
66	Question # 5	Do you have any hobbies? 1. No 2. Yes If yes, please check the designation which best describes your hobby.
67,68		Hobby
69,70		Hobby
71,72		Hobby
73,74		Hobby
75,76		Hobby
77,78		Hobby
79,80		Hobby

NOTE: SEE FOLLOWING PAGE (CODE IV) FOR CODE NUMBERS AND HOBBY DESCRIPTIONS.

CODE IV HOBBIES

01 Photography
02 Painting/Art
03 Woodworking
04 Gardening/Farming
05 Tropical Fish
06 Antiques
07 Astronomy
08 Leather Craft
09 Gem Polishing
10 Equitation
11 Gourmet Cooking
12 Cake Decorating
13 Flower Arranging
14 Needle Point
15 Fishing
16 Ceramics
17 Sewing
18 Knitting
19 Camping
20 Boating
21 Bridge
22 Hunting
23 Archery
24 Dog Grooming
25 Meditation
26 Music
27 Fly Tying and Casting
28 Bird Watching
29 Coin Collecting
30 Stamp Collecting
31 Auto Mechanics
32 Reading
33 Postcard Collecting
34 Golf
35 Tennis
36 Biking
37 Flying
38 Languages
39 Films/Film-making
40 Museums
41 Athletics/Sports
42 Creative Writing
43 Mechanics (General)
44 Business
45 Geneology
46 Paddleball
47 Aviation
48 Golf
49 Hiking
50 Travel
51 Swimming
52 Political Volunteerism
53 Amateur Radio
54 Cards
55 Models
56 Stained Glass
57 Domestic
58 Crossword Puzzles
59 Antique Cars
60 Wildlife
61 Motorcycles
62 Skiing
63 Anthropology
64 Record/Magazine Collecting
65 People
66 Cooking
67 Upholstering
68 Interior Decorating
69 Theatre
70 Jogging
71 Community Service
72 Quilting
73 Shooting
74 Animal Breeding
75 Bees
76 Table Games
77 Geology
78 Stained Glass
79 Macrame
80 Handwriting Analysis
81 Bell Collecting
82 Candle-making
83 Art Welding
84 Rare Book Collecting
85 Dancing/Skating
86 Pottery
87 Oriental Carpets
88 Theology
89 Racing
90 Military History
91 Horses

Column #	Item	Question and Response Categories
1	Card # 2	
2-5	Respondent ID # (0001-N)	
6	Blank	
7	Question # 6	In the preceding parts of this section we have included a broad range of possible skills, talents, and knowledge. Are there other abilities or interests which you have that do not readily fit those categories? 1. No 2. Yes If yes, please supply the following information:
8-11		What is the subject of interest?--What is the nature of your ability/interest?
12-15		What is the subject of interest?--What is the nature of your ability/interest?
16-19		What is the subject of interest?--What is the nature of your ability/interest?

NOTE: SEE FOLLOWING FIVE PAGES (CODE I) FOR CODE NUMBERS AND DESCRIPTIONS.

CODE I COMMUNITY/PERSONAL INTERESTS

1000 Community Affairs

1100 Government
1110 Administrative
1111 Elected Official
1112 Appointed Official
1113 Advisory
1114 Funding

1120 Research and Development
1121 Government Publications

1130 Legislation/Advocacy
1131 Foreign Relations

1140 Services
1141 Cost/Efficiency
1142 Management
1143 Funding

1200 Public Services/Utilities/Welfare
1210 Administrative
1211 Public Safety
1212 Traveler's Service
1213 Library
1214 Welfare Agencies

1220 Research and Development
1221 Transportation
1222 Legal Aid

1230 Legislation/Advocacy
1231 Cost/Efficiency

1240 Services
1241 Housing
1242 Funding
1243 Streets/Roads/Highways
1244 Traffic
1245 Recreational Facilities
1246 Sewage
1247 Radio/TV/Journalism
1248 Quality of Life

1250 Criminal Justice
1251 Police
1252 Courts
1253 Corrections
1254 Research and Development

1300 Politics
1310 Reform
1311 Politicians

1320 Activities
1321 Precinct Committeeman
1322 Campaign Volunteer
1323 General
1324 Lobbying

1400 Social Services
1410 Administrative
1411 Institutional
1412 Local
1413 Regional
1414 State
1415 National

1420 Research and Development
1421 Grant Proposals
1422 Professional Development
1423 Delinquency
1424 Popular Culture

1430 Legislation/Advocacy
1431 Client Protection
1432 Community Awareness

1440 Services
1441 Community
1442 Coordination
1443 Funding
1444 Volunteer
1445 Workshops

1450 Counseling Services
1451 Children/Youth
1452 Young Adults
1453 The Family
1454 Individuals
1455 Women
1456 Groups

1460 Drugs/Alcohol
1461 Drug Use/Abuse
1462 Alcoholism
1463 Drug Education

2000 Health and Environmental

2100 Health
2110 Administrative
2111 Institutional
2112 Local
2113 Regional
2114 State
2115 National
2116 Advisory

2120 Research and Development
2121 Nutrition
2122 Publicity
2123 Evaluation

2130 Legislation/Advocacy
2131 Volunteer
2132 Education
2133 Political

2140 Services (Health Programs)
2141 Quality Control
2142 Inter-Agency Cooperation
2143 Facilities
2144 Dental Health

2150 Services (Personnel)
2151 Volunteer
2152 Education
2153 Professional
2154 Career Counseling (Health)

2200 Environment
2210 Administrative
2211 Planning/Advisory

2220 Research and Development
2221 Improvement
2222 Information
2223 Problems

2230 Legislation/Advocacy
2231 Quality Control
2232 Monitor Public Service

2240 Advisory
2241 Agency
2242 Facilities
2243 Public Relations
2244 Local Government

2250 Target Areas
2251 Land Use
2252 Structures
2253 Water
2254 Animals
2255 Pollution/Ecology
2256 Weather
2257 Energy
2258 Plants

2260 Planning
2261 Social
2262 Urban
2263 Problems

2270 Education
2271 School
2272 Community

3000 Education

3100 Elementary/Secondary
3110 Administrative
3111 School Board
3112 Planning/Advisory

3120 Research and Development
3121 Improvement
3122 Curriculum

3130 Legislation/Advocacy
3131 Funding
3132 Desegregation
3133 Schools

3140 Services
3141 Quality Control
3142 Facilities
3143 Tutoring
3144 Special Education
3145 Sports

3150 Curriculum
3151 Sciences
3152 Humanities
3153 Health
3154 Sex
3155 Environmental

3200 Higher Education
3210 Administrative
3211 Community College
3212 Planning/Advisory
3213 Teaching Organizations

3220 Research and Development
3221 Improvement
3222 Curriculum
3223 College and Community
3224 College and Employment
3225 Public/Community History
3226 Teaching

3230 Services
3231 Quality Control
3232 Facilities
3233 Tutoring
3234 Careering Counseling
3235 Educational Media
3236 Guidance and Counseling

3240 Curriculum
3241 Business
3242 Industry
3243 Vocational Educ./Continuing Educ.
3244 Special Education
3245 Educational Travel
3246 Arts/Crafts
3247 Professional Concerns

3250 Students
3251 Quality
3252 Adults
3253 Drop-Outs
3254 Veterans
3255 Handicapped
3256 Consumers

4000 Target Groups/Civil Liberties

4100 Target Groups
4110 The Aged
4111 General
4112 Problems
4113 Retirement
4114 Services
4115 Recreation
4116 Research

4120 The Family
4121 Problems
4122 Single Parent Families
4123 Budgeting
4124 Child Abuse
4125 Child Care
4126 Planned Parenthood
4127 Day Care Centers

4130 Children/Youth
4131 Organized Recreation
4132 Youth Groups
4133 Problems
4134 Work
4135 Activities Funding

4140 The Handicapped
4141 Problems
4142 Facilities Improvement
4143 Activities
4144 Education

4150 The Poor
4151 Problems

4160 Women
4161 Feminism
4162 Health Concerns
4163 Self-Help
4164 Sex Roles
4165 Status

4170 Minorities
4171 Education
4172 Cultural Understanding
4173 Community
4174 Problems
4175 Status
4176 Racism
4177 Research and Development

4200 Civil Liberties
4210 Affirmative Action
4220 Equality
4230 Racism
4240 Women's Rights

5000 The Arts

5100 Performing Arts
5110 Music
5111 Organizations
5112 Participant
5113 Production
5114 Career
5115 Composition/Arrangement

5120 Theatre
5121 Organizations
5122 Participant
5123 Production
5124 Career

5200 Fine Arts
5210 Literature
5211 Organizations
5212 Creative Writing
5213 Poetry
5214 Drama

5220 Painting
5221 Organizations
5222 Facilities

5300 Community Arts Development
5310 Skills Development
5311 Music
5312 Theatre
5313 Opera
5314 Literature
5315 Dance

5320 Activities
5321 Art Shows
5322 Public Sculpture
5323 Concerts

5330 Community
5331 Support
5332 Schools
5333 Participation
5334 Facilities

6000 Civic/Religious Groups

6100 Civic
6110 Services
6111 Donations
6112 Educational/Advisory
6113 Youth and Children
6114 Bicentenniel
6115 Military Reserve
6116 Publicity

6120 Activities
6121 Peace Education
6122 Community Improvement
6123 Facilities
6124 Lecturing/Discussing

6200 Religious
6210 Education
6211 Sunday School
6212 General Religious
6213 Church and Higher Education
6214 Ministers

6220 Activities
6221 Church Leader
6222 Liturgy
6223 Church and Community
6224 Advisory

7000 Business/Industry/Employment/Economy

7100 Business
7110 Advisory
7111 Minority
7112 Management
7113 Public Relations

7120 Development
7121 Operational Firms
7122 Real Estate
7123 Quality Control
7124 Business Methods/Skills
7125 General Office Support
7126 Finances

7200 Industry
7210 Quality Control

7220 Development
7221 Management

7230 Education
7231 Technology

7300 Employment
7310 Unemployment

7320 Labor Relations
7321 Collective Bargaining

7330 Career Opportunities
7331 Career Counseling

7400 Economy
7410 For Businesses

Column #	Item	Question and Response Categories
20	Blank	
	Question # 7	Listed below are a number of degree levels from colleges and universities. Beside each degree which you possess, please write the discipline/subject matter in which you received that degree as well as exact degree awarded (i.e. BA or BS)
21		Associate 1. Does not possess degree 2. Does possess degree
22-25		Discipline/Subject Matter Studied (Major)
26-29		Discipline/Subject Matter Studied (Minor)
30		Baccalaureate 1. Does not possess degree 2. Does possess degree
31-34		Discipline/Subject Matter Studied (Major)
35-38		Discipline/Subject Matter Studied (Minor)
39		Masters 1. Does not possess degree 2. Does possess degree
40-43		Discipline/Subject Matter Studied (Major)
44-47		Discipline/Subject Matter Studied (Minor)
48		Doctoral 1. Does not possess degree 2. Does possess degree
49-52		Discipline/Subject Matter Studied (Major)
53-56		Discipline/Subject Matter Studied (Minor)
57		Other (specify) 1. Does not possess other degree 2. Does possess other degree
58-61		Discipline/Subject Matter Studied (Major)
62-65		Discipline/Subject Matter Studied (Minor)

NOTE: SEE FOLLOWING THREE PAGES (CODE V) FOR CODE NUMBERS AND DESCRIPTIONS OF DISCIPLINE/SUBJECT MATTER STUDIED.

CODE V EDUCATION FIELDS/RESEARCH FIELDS/TEACHING FIELDS

1000 Agriculture
1001 Agricultural Economics
1002 Agronomy
1008 Agricultural History
1009 Agricultural Education

1400 Biological Sciences/Life Sciences
1401 Bacteriology
1402 Biochemistry and/or Toxicology
1403 Biology
1404 Botany
1405 Microbiology
Pharmacology (see code #3206)
1406 Physiology/Anatomy
(includes neurophysiology)
1407 Zoology
1408 Genetics
1409 Disease
1410 Embryology
1411 Entomology

1600 Business, Management, and Related
1601 Accounting
1602 Administration/Management
(general)
1603 Commerce
1604 Economics
1605 Finance
1606 Marketing
1607 Public Administration
1608 Real Estate
1610 General Office Support
1611 Retail Security
1612 Public Relations
1613 Small Business
1614 Foreign Business

1800 City/Urban Planning
1801 Transportation/Public Utilities
1802 Housing

2000 Computer Science/Information
Services/Electronic Data Processing
2001 Manufacturing Automation

2200 Education
2201 Audio-Visual Instruction/Computerized
Learning/Learning Aids
2202 Educational Administration
and Supervision
2203 Elementary Education
2204 Higher Education
2205 Secondary Education
2207 Vocational and Technical Education
2208 Adult and/or Continuing Education
2209 Early Childhood Education
2210 Guidance and Counseling
2211 Reading
2212 Teaching
2213 Curriculum

2300 Special Education
2302 Learning Disabilities
2303 Social/Emotional Disorders
2309 Gifted

2400 Engineering/Engineering Technology
2409 Electrical/Electronical Engineering
and Technology
2410 Engineering Technology
2414 Industrial Engineering/Technology
2415 Marine Engineering/Technology
2416 Mechanical Engineering/Technology
2423 Thermal or Thermal and Environmental
Engineering/Technology
2425 Engineering/Technology Administration

2600 Fine and Applied Arts/Languages
2601 Art/Art History
2602 Cinema/Photography
2603 Dramatics/Theatre
2604 English
2605 Foreign Language
2606 Literature/Classics
2607 Music/Dance
2608 Speech/Oratory
2609 Community Arts Development
2610 Painting
2611 Linguistics
2612 Calligraphy
2613 Music History
2614 Sculpture

2800 Food Sciences/Dietetics/Nutrition
2801 Culinary Arts
2802 Foods

3000 Forestry and Conservation/Environmental
3001 Environmental Science
3007 Ecology
3008 Land Use

3009 Solid Waste

3200 Health Studies
3201 Dentistry
3202 Environmental Health
3203 Hospital Administration
3204 Psychiatric Nursing
3205 Nursing
3206 Pharmacology
3207 Physical Education
3208 Psychiatry
3209 Public Health/Health Education
3214 Therapy, Physical
3215 Therapy, Recreational
3217 Medical/Surgical Nursing
3218 Radiology
3219 Rehabilitation
3220 Drug Use/Abuse
3221 Health Administration
3222 Health Planning
3223 Child Health
3224 Medical Technology
3225 Health Services (general)

3400 Home Economics

3600 Journalism/Advertising/Radio-TV
3603 Radio-Television/Broadcasting
3604 Communications Technology

3800 Law/Law Enforcement
3801 Civil/Business/Administrative Law
3803 Law Enforcement/Police Science
3804 Civil Liberties

4000 Liberal Arts

4200 Library Science

4400 Mathematics/Statistics
4401 Statistics
4402 Research Methods

4800 Philosophy/Humanities

5000 Physical Sciences
5001 Astronomy/Space Science
5002 Chemistry
5003 Earth Sciences/Geology
5004 Meteorology/Nautical Sciences
5005 Physics
5006 General Science
5007 Photochemistry
5008 Mechanics
5009 Science Education
5010 Natural Science
5011 Oceanography

5200 Psychology/Behavioral Sciences
5201 Clinical
5202 Educational
5204 Social
5205 Counseling
5206 Human Development/Child Psychology
5207 Human Resource Services
5208 Community Mental Health
5209 Interpersonal Communication
5210 Physiological
5211 Psychometrics/Experimental

5400 Social Sciences
5401 Anthropology
5402 Criminal Justice/Penology
5403 Ethnic Studies
5404 History
5405 Industrial Relations/Personnel
5406 Political Science/Government
5408 Recreation
5409 Social Work
5410 Sociology
5411 Geography
5412 Demography
5413 Sociology of Religion
5414 Juvenile Delinquency

5416 American Studies
5417 Minorities
5418 Environments and People
5419 Military History
5420 Geneology
5421 Human Sexuality/Family
5422 Gerontology
5423 Urban Sociology
5424 European History
5425 Archaeology

5600 Theology/Religious Studies

7200 Vocational Related Studies
7201 Industrial Safety

7202 Collective Bargaining

7300 Flying

Column #	Item	Question and Response Categories
66	Blank	
67	Question # 8	Do you possess any specialized education? This includes education received from trade schools, military schools, technical schools, etc. 1. No 2. Yes If yes, please supply the following information.
68,69	Blank	
70-73		What is the subject/skill studied?
74,75	Blank	
76-79		What is the subject/skill studied?
80	Blank	
1	Card # 3	
2-5	Respondent ID # (0001-N)	
6	Blank	
7,8	Blank	
9-12		What is the subject/skill studied?

NOTE: SEE FOLLOWING THREE PAGES (CODE VI) FOR CODE NUMBERS AND DESCRIPTIONS OF SUBJECT/SKILL STUDIED.

CODE VI PROFESSIONAL/TECHNICAL TRAINING AND WORK EXPERIENCE
(INCLUDES ADMINISTRATIVE POSITIONS AT COLLEGES/UNIVERSITIES)

1000 Electronic Data Processing
1001 Computer Operating
1002 Programming
1003 Software Specialist
1005 Technical Support Control, Library, Editing, etc.

1100 Fiscal and Related
1101 Banking/Bank Examining/Savings and Loan/Savings and Loan Examining
1102 Budget Analysis
1103 External Auditing
1104 General Accounting
1106 Marketing/Merchandizing
1108 Technical Support, i.e Account Clerk or Bookkeeper
1109 Investment
1110 Business/Engineering Consultant
1111 Tax Analysis

1400 Personnel
1404 Position Classification/ Compensation and Benefits/ Organizational Design
1405 Recruitment/Human Resources Coordination
1407 Training/Employee Development
1408 Personnel Files/Support
1409 Industrial Personnel

1500 Public Information/Relations Writing/Journalism/Photography
1501 Advertising
1502 Health Education
1503 Journalism
1504 Non-journalistic writing
1505 Radio-Television
1506 Technical Support, i.e. Photography, Graphic Arts
1507 Calligrapher
1508 Technical Writing

1600 General Administration/Management
1601 Business Administration/Management
1602 Public Administration/Management
1603 Public Arts Management
1604 Educ. Admin./Admission and Records
1605 Educ. Admin./Program or Division Chairman
1606 Educ. Admin./Physical Plant
1607 Educ. Admin./VO-TECH Education
1608 Educ. Admin./Career Services
1609 Educ. Admin./Student Services and Financial Aids
1610 Educ. Admin./Academic Dean
1611 Educ. Admin./Educational Development
1612 EDuc. Admin./Administrative Dean
1613 Educ. Admin./Special Project Director
1614 Educ. Admin./Academic Affairs
1615 Educ. Admin./Personnel
1616 Educ. Admin./Institutional Research
1617 Educ. Admin./University Relations

1700 General Governmental
1701 Elected or Appointed Official
1702 Foreign Relations
1703 Civil Service

1800 Methods, Procedures, Operations Research
1801 Methods and Procedures
1803 Evaluation

1900 Real Estate
1901 Brokerage
1902 Sales Only
1903 Appraisal

2000 Sales
2001 Both Tangibles and Intangibles
2002 Intangibles (i.e. Insurance)
2003 Tangibles (i.e. Automobiles, Industrial or Home Products)
2004 Sales Management
2005 Foreign Trade

2400 Law and Related
2404 Elections Code
2406 International Law

2500 Law Enforcement
2503 Law Enforcement - General
2505 Private Investigator/General Investigative or Inspectional Work Not Codable Elsewhere
2506 Security Work/Guard or Security Officer
2507 Public Safety

3400 Corrections/Penology/Criminal Justice
3404 Justice, Parole, Probation, Work Release, etc. for Convicted or Accused Juveniles

3900 Human Services Administration
3901 Child Welfare, Guardianship, etc.
3903 Correctional
3904 Employment Services Specialties
3910 Social Service Planning

4000 Education
4001 College Instructor, Professor, Assoc. Professor, Graduate Assistant, College Administration, etc.
4002 Audio-Visual Instruction/Computerized
4003 Business College
4004 Educational Consultant
4005 Elementary School
4006 Jr. High or High School
4007 Library Science
4009 Vocational Education (Adult or High School)
4010 Adult and/or Continuing Education
4012 Community Services/College
4013 Educ. Res.
4014 Tutor
4015 Educ. Admin.

4100 Special Education
4101 Educable Mentally Handicapped
4102 Learning Disabilities

4300 Psychology
4301 Clinical Psychology
4302 Experimental Psychology not Related to Mental Health or Mental Retardation
4306 Counseling Psychology (Other Than Educational)
4308 Educational Counselor/School Psychologist/Educational Psychometrics

4600 Practice of Medicine
4615 Public Health and/or Preventive Medicine
4617 Radiology

4800 Practice of Veterinary Medicine

5000 Nursing
5001 Family Health Nursing
5002 Medical/Surgical Nursing
5003 Psychiatric Nursing
5004 Public Health Nursing
5006 Administration

5100 Health Services Administration
5101 Health Planning
5102 Hospital Administration or Mental Health/Mental Retardation Institution Administration
5105 Public Health/Comprehensive
5106 Athletic Director

5200 Health Related Research

5500 Allied Health Services
5502 Dental Hygiene/Dental Technology
5503 Dietetics
5508 Laboratory Technician
5509 Licensed Practical Nurse
5512 Nurse's Aide, Attendant, Medical Assistant, Therapy Aide, Laboratory Aide, Dental Assistant
5514 Paramedics
5515 Pharmacy/Pharmacology
5516 Physical Therapy
Public Health Education
5520 Health Related Research
5521 Alcoholism/Drug Abuse

6000 Biological Sciences/Life Sciences
6008 Physiology/Anatomy
6010 Research

6300 Social Sciences
6303 Sociological Research
6304 Business Research/Consulting
6305 Educational Research

6500 Physical Sciences
6503 Earth Science/Geology
6504 General Laboratory Management
6505 Meteorology
6506 Physics
6507 Research
6508 Naval Science
6509 General Science
6510 Educational

6600 General Mathematician or General Statistician
6601 Mathematical Surveying

6800 Engineering/Technology
6802 Aeronautical Engineering
6804 Architectural Engineering
6809 Electrical/Electronical Engineering
6810 Engineering Technology
6812 General Engineering
6814 Industrial Engineering/Technology
6816 Mechanical Engineering/Technology
6818 Mining Technology and Engineering
6825 Manufacturing Engineering (Includes Quality and Reliability Engineering)

6900 Engineering Support
6901 Drafting Worker
6902 Engineering Technician
6903 Welding
6904 Management
6905 Mechanics/Body Work
6906 Machinist

7200 Transportation
7204 Transportation Coordinator
7205 Truck Driver
7206 Navigation/Radar

8000 Conservation/Environmental
8001 Ecology/Environmental Studies
8005 Landscape Architecture
8007 Fish/Game Related Business

8100 Agricultural
8104 Farming
8108 Livestock Care

8300 Food Related
8301 Cafeteria or Restaurant
8302 Food Processing
8304 Institution Food Service (i.e. Hospital, School, etc.)
8307 Food Services Training

9800 Miscellaneous Fields and/or Specialties
9802 Artist
9805 Minister, Priest, Rabbi, or Other Religious Practitioner
9815 Professional Athletics
9820 Homemaker Services
9833 Musician
9855 Recreation
9856 Water Sports/Water Safety
9873 Trades or Skilled Work (Carpentry, Plumbing, Printing, Electrical, Tailoring, Commercial Sewing, Costuming, Makeup, etc.)
9874 General Office Support
9885 Workshop Production/Factory Production/Assembly Line
9886 Military/Strictly Military Skills
9887 Labor

9988 Retired

Column #	Item	Question and Response Categories
13	Blank	
14	Question # 9	Do you speak any foreign languages? 1. No 2. Yes If yes, please read the following instructions: Listed below are a number of foreign languages and a table describing four levels of language skill. Identify those languages in which you possess some degree of skill by placing the number value in the blank preceding each language which best describes your skill in that language. 1. Basic Understanding--could translate simple written communication with dictionary and much time. 2. Could interpret simple oral or written communication but could not act as an interpreter. 3. Could understand and interpret complex oral or written communication. 4. Language completely mastered--oral and written.
15		Skill level
16,17		Language
18		Skill level
19,20		Language
21		Skill level
22,23		Language

NOTE: SEE FOLLOWING PAGE (CODE VII) FOR CODE NUMBERS AND DESCRIPTIONS OF LANGUAGES.

CODE VII LANGUAGE SKILLS

01 Arabic
02 Catalan
03 Chinese
04 Czech
05 French
06 German
07 Greek (Classical)
08 Greek (Modern)
09 Hebrew (Classical)
10 Hebrew (Modern)
11 Hindi
12 Indonesian
13 Italian
14 Japanese
15 Korean
16 Latin
17 Persian
18 Polish
19 Portuguese
20 Romanian
21 Russian
22 Scandinavian
23 Serbo-Croatian
24 Slavic
25 Spanish
26 Swahili
27 Tagalog
28 Vietnamese
29 Yoruba
30 Other (specify)
31 Swedish
32 Biblical Greek
33 Dutch
34 Danish
35 Fortran
36 Latvian
37 Ewe (Togo)
38 Slovenian
39 Marathi

Column #	Item	Question and Response Categories
24	Blank	
25	Question # 10	In the space provided below, please list areas in which you have conducted research in the past, are currently conducting research, or plan to research in the future. Do not provide abstracts or findings of any sort--only areas of research (i.e. Demography, Cell Biology, the Civil War, etc.). It is not necessary that these areas of research be part of your professional occupation. 1. No research reported 2. Reports areas of research
26-29		Research Area
30-33		Research Area
34-37		Research Area
38-41		Research Area
42-45		Research Area
46-49		Research Area

NOTE: SEE THE FOLLOWING THREE PAGES (CODE V) FOR CODE NUMBERS AND DESCRIPTIONS OF RESEARCH AREAS.

CODE V EDUCATION FIELDS/RESEARCH FIELDS/TEACHING FIELDS

1000 Agriculture
1001 Agricultural Economics
1002 Agronomy
1008 Agricultural History
1009 Agricultural Education

1400 Biological Sciences/Life Sciences
1401 Bacteriology
1402 Biochemistry and/or Toxicology
1403 Biology
1404 Botany
1405 Microbiology
Pharmacology (see code #3206)
1406 Physiology/Anatomy
(includes neurophysiology)
1407 Zoology
1408 Genetics
1409 Disease
1410 Embryology
1411 Entomology

1600 Business, Management, and Related
1601 Accounting
1602 Administration/Management
(general)
1603 Commerce
1604 Economics
1605 Finance
1606 Marketing
1607 Public Administration
1608 Real Estate
1610 General Office Support
1611 Retail Security
1612 Public Relations
1613 Small Business
1614 Foreign Business

1800 City/Urban Planning
1801 Transportation/Public Utilities
1802 Housing

2000 Computer Science/Information
Services/Electronic Data Processing
2001 Manufacturing Automation

2200 Education
2201 Audio-Visual Instruction/Computerized
Learning/Learning Aids
2202 Educational Administration
and Supervision
2203 Elementary Education
2204 Higher Education
2205 Secondary Education
2207 Vocational and Technical Education
2208 Adult and/or Continuing Education
2209 Early Childhood Education
2210 Guidance and Counseling
2211 Reading
2212 Teaching
2213 Curriculum

2300 Special Education
2302 Learning Disabilities
2303 Social/Emotional Disorders
2309 Gifted

2400 Engineering/Engineering Technology
2409 Electrical/Electronical Engineering
and Technology
2410 Engineering Technology
2414 Industrial Engineering/Technology
2415 Marine Engineering/Technology
2416 Mechanical Engineering/Technology
2423 Thermal or Thermal and Environmental
Engineering/Technology
2425 Engineering/Technology Administration

2600 Fine and Applied Arts/Languages
2601 Art/Art History
2602 Cinema/Photography
2603 Dramatics/Theatre
2604 English
2605 Foreign Language
2606 Literature/Classics
2607 Music/Dance
2608 Speech/Oratory
2609 Community Arts Development
2610 Painting
2611 Linguistics
2612 Calligraphy
2613 Music History
2614 Sculpture

2800 Food Sciences/Dietetics/Nutrition
2801 Culinary Arts
2802 Foods

3000 Forestry and Conservation/Environmental
3001 Environmental Science
3007 Ecology
3008 Land Use

3009 Solid Waste

3200 Health Studies
3201 Dentistry
3202 Environmental Health
3203 Hospital Administration
3204 Psychiatric Nursing
3205 Nursing
3206 Pharmacology
3207 Physical Education
3208 Psychiatry
3209 Public Health/Health Education
3214 Therapy, Physical
3215 Therapy, Recreational
3217 Medical/Surgical Nursing
3218 Radiology
3219 Rehabilitation
3220 Drug Use/Abuse
3221 Health Administration
3222 Health Planning
3223 Child Health
3224 Medical Technology
3225 Health Services (general)

3400 Home Economics

3600 Journalism/Advertising/Radio-TV
3603 Radio-Television/Broadcasting
3604 Communications Technology

3800 Law/Law Enforcement
3801 Civil/Business/Administrative Law
3803 Law Enforcement/Police Science
3804 Civil Liberties

4000 Liberal Arts

4200 Library Science

4400 Mathematics/Statistics
4401 Statistics
4402 Research Methods

4800 Philosophy/Humanities

5000 Physical Sciences
5001 Astronomy/Space Science
5002 Chemistry
5003 Earth Sciences/Geology
5004 Meteorology/Nautical Sciences
5005 Physics
5006 General Science
5007 Photochemistry
5008 Mechanics
5009 Science Education
5010 Natural Science
5011 Oceanography

5200 Psychology/Behavioral Sciences
5201 Clinical
5202 Educational
5204 Social
5205 Counseling
5206 Human Development/Child Psychology
5207 Human Resource Services
5208 Community Mental Health
5209 Interpersonal Communication
5210 Physiological
5211 Psychometrics/Experimental

5400 Social Sciences
5401 Anthropology
5402 Criminal Justice/Penology
5403 Ethnic Studies
5404 History
5405 Industrial Relations/Personnel
5406 Political Science/Government
5408 Recreation
5409 Social Work
5410 Sociology
5411 Geography
5412 Demography
5413 Sociology of Religion
5414 Juvenile Delinquency

5416 American Studies
5417 Minorities
5418 Environments and People
5419 Military History
5420 Geneology
5421 Human Sexuality/Family
5422 Gerontology
5423 Urban Sociology
5424 European History
5425 Archaeology

5600 Theology/Religious Studies

7200 Vocational Related Studies
7201 Industrial Safety

7202 Collective Bargaining

7300 Flying

Column #	Item	Question and Response Categories
50	Blank	
51	Question # 11	Briefly describe your adult work history over the past 10 years. We are particularly interested in jobs of an uncommon or peculiar nature. 1. Does not report job history 2. Does report job history
52-55		Job experience
56-59		Job experience
60-63		Job experience
64-67		Job experience
68-71		Job experience
72-75		Job experience
76-79		Job experience
80	Blank	

NOTE: SEE FOLLOWING THREE PAGES (CODE VI) FOR CODE NUMBERS AND DESCRIPTIONS OF JOB EXPERIENCE.

CODE VI PROFESSIONAL/TECHNICAL TRAINING AND WORK EXPERIENCE
(INCLUDES ADMINISTRATIVE POSITIONS AT COLLEGES/UNIVERSITIES)

1000 Electronic Data Processing
1001 Computer Operating
1002 Programming
1003 Software Specialist
1005 Technical Support Control, Library, Editing, etc.

1100 Fiscal and Related
1101 Banking/Bank Examining/Savings and Loan/Savings and Loan Examining
1102 Budget Analysis
1103 External Auditing
1104 General Accounting
1106 Marketing/Merchandizing
1108 Technical Support, i.e. Account Clerk or Bookkeeper
1109 Investment
1110 Business/Engineering Consultant
1111 Tax Analysis

1400 Personnel
1404 Position Classification/ Compensation and Benefits/ Organizational Design
1405 Recruitment/Human Resources Coordination
1407 Training/Employee Development
1408 Personnel Files/Support
1409 Industrial Personnel

1500 Public Information/Relations Writing/Journalism/Photography
1501 Advertising
1502 Health Education
1503 Journalism
1504 Non-journalistic writing
1505 Radio-Television
1506 Technical Support, i.e. Photography, Graphic Arts
1507 Calligrapher
1508 Technical Writing

1600 General Administration/Management
1601 Business Administration/Management
1602 Public Administration/Management
1603 Public Arts Management
1604 Educ. Admin./Admission and Records
1605 Educ. Admin./Program or Division Chairman
1606 Educ. Admin./Physical Plant
1607 Educ. Admin./VO-TECH Education
1608 Educ. Admin./Career Services
1609 Educ. Admin./Student Services and Financial Aids
1610 Educ. Admin./Academic Dean
1611 Educ. Admin./Educational Development
1612 EDuc. Admin./Administrative Dean
1613 Educ. Admin./Special Project Director
1614 Educ. Admin./Academic Affairs
1615 Educ. Admin./Personnel
1616 Educ. Admin./Institutional Research
1617 Educ. Admin./University Relations

1700 General Governmental
1701 Elected or Appointed Official
1702 Foreign Relations
1703 Civil Service

1800 Methods, Procedures, Operations Research
1801 Methods and Procedures
1803 Evaluation

1900 Real Estate
1901 Brokerage
1902 Sales Only
1903 Appraisal

2000 Sales
2001 Both Tangibles and Intangibles
2002 Intangibles (i.e. Insurance)
2003 Tangibles (i.e. Automobiles, Industrial or Home Products)
2004 Sales Management
2005 Foreign Trade

2400 Law and Related
2404 Elections Code
2406 International Law

2500 Law Enforcement
2503 Law Enforcement - General
2505 Private Investigator/General Investigative or Inspectional Work Not Codable Elsewhere
2506 Security Work/Guard or Security Officer
2507 Public Safety

3400 Corrections/Penology/Criminal Justice
3404 Justice, Parole, Probation, Work Release, etc. for Convicted or Accused Juveniles

3900 Human Services Administration
3901 Child Welfare, Guardianship, etc.
3903 Correctional
3904 Employment Services Specialties
3910 Social Service Planning

4000 Education
4001 College Instructor, Professor, Assoc. Professor, Graduate Assistant, College Administration, etc.
4002 Audio-Visual Instruction/Computerized
4003 Business College
4004 Educational Consultant
4005 Elementary School
4006 Jr. High or High School
4007 Library Science
4009 Vocational Education (Adult or High School)
4010 Adult and/or Continuing Education
4012 Community Services/College
4013 Educ. Res.
4014 Tutor
4015 Educ. Admin.

4100 Special Education
4101 Educable Mentally Handicapped
4102 Learning Disabilities

4300 Psychology
4301 Clinical Psychology
4302 Experimental Psychology not Related to Mental Health or Mental Retardation
4306 Counseling Psychology (Other Than Educational)
4308 Educational Counselor/School Psychologist/Educational Psychometrics

4600 Practice of Medicine
4615 Public Health and/or Preventive Medicine
4617 Radiology

4800 Practice of Veterinary Medicine

5000 Nursing
5001 Family Health Nursing
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5100 Health Services Administration
5101 Health Planning
5102 Hospital Administration or Mental Health/Mental Retardation Institution Administration
5105 Public Health/Comprehensive
5106 Athletic Director

5200 Health Related Research

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5503 Dietetics
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5509 Licensed Practical Nurse
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5515 Pharmacy/Pharmacology
5516 Physical Therapy
Public Health Education
5520 Health Related Research
5521 Alcoholism/Drug Abuse

6000 Biological Sciences/Life Sciences
6008 Physiology/Anatomy
6010 Research

6300 Social Sciences
6303 Sociological Research
6304 Business Research/Consulting
6305 Educational Research

6500 Physical Sciences
6503 Earth Science/Geology
6504 General Laboratory Management
6505 Meteorology
6506 Physics
6507 Research
6508 Naval Science
6509 General Science
6510 Educational

6600 General Mathematician or General Statistician
6601 Mathematical Surveying

6800 Engineering/Technology
6802 Aeronautical Engineering
6804 Architectural Engineering
6809 Electrical/Electronical Engineering
6810 Engineering Technology
6812 General Engineering
6814 Industrial Engineering/Technology
6816 Mechanical Engineering/Technology
6818 Mining Technology and Engineering
6825 Manufacturing Engineering (Includes Quality and Reliability Engineering)

6900 Engineering Support
6901 Drafting Worker
6902 Engineering Technician
6903 Welding
6904 Management
6905 Mechanics/Body Work
6906 Machinist

7200 Transportation
7204 Transportation Coordinator
7205 Truck Driver
7206 Navigation/Radar

8000 Conservation/Environmental
8001 Ecology/Environmental Studies
8005 Landscape Architecture
8007 Fish/Game Related Business

8100 Agricultural
8104 Farming
8108 Livestock Care

8300 Food Related
8301 Cafeteria or Restaurant
8302 Food Processing
8304 Institution Food Service (i.e. Hospital, School, etc.)
8307 Food Services Training

9800 Miscellaneous Fields and/or Specialties
9802 Artist
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9820 Homemaker Services
9833 Musician
9855 Recreation
9856 Water Sports/Water Safety
9873 Trades or Skilled Work (Carpentry, Plumbing, Printing, Electrical, Tailoring, Commercial Sewing, Costuming, Makeup, etc.)
9874 General Office Support
9885 Workshop Production/Factory Production/Assembly Line
9886 Military/Strictly Military Skills
9887 Labor

9988 Retired

Column #	Item	Question and Response Categories
1	Card # 4	
2-5	Respondent ID # (0001-N)	
6	Blank	
	Question # 12	Please supply the following information.
7-26		Name
27,28		Institution where you are employed. 01 Black Hawk College 02 Elgin Community College 03 Governor's State University 04 Joliet Junior College 05 Lincoln Land Community College 06 Morton College 07 Parkland College 08 Richland Community College 09 Rock Valley College 10 Sangamon State University 11 State Community College of East St. Louis
29		Is your position a teaching position, an administrative position, or both? 1. Teaching position 2. Administrative position 3. Both 4. Counseling position
30		Is your position: 1. Full time 2. Part time
31-34		If part time, what is your occupation?

NOTE: SEE FOLLOWING THREE PAGES (CODE VI) FOR CODE NUMBERS AND DESCRIPTIONS OF OCCUPATIONS.

CODE VI PROFESSIONAL/TECHNICAL TRAINING AND WORK EXPERIENCE
(INCLUDES ADMINISTRATIVE POSITIONS AT COLLEGES/UNIVERSITIES)

1000 Electronic Data Processing
1001 Computer Operating
1002 Programming
1003 Software Specialist
1005 Technical Support Control, Library, Editing, etc.

1100 Fiscal and Related
1101 Banking/Bank Examining/Savings and Loan/Savings and Loan Examining
1102 Budget Analysis
1103 External Auditing
1104 General Accounting
1106 Marketing/Merchandizing
1108 Technical Support, i.e. Account Clerk or Bookkeeper
1109 Investment
1110 Business/Engineering Consultant
1111 Tax Analysis

1400 Personnel
1404 Position Classification/ Compensation and Benefits/ Organizational Design
1405 Recruitment/Human Resources Coordination
1407 Training/Employee Development
1408 Personnel Files/Support
1409 Industrial Personnel

1500 Public Information/Relations - Writing/Journalism/Photography
1501 Advertising
1502 Health Education
1503 Journalism
1504 Non-journalistic writing
1505 Radio-Television
1506 Technical Support, i.e. Photography, Graphic Arts
1507 Calligrapher
1508 Technical Writing

1600 General Administration/Management
1601 Business Administration/Management
1602 Public Administration/Management
1603 Public Arts Management
1604 Educ. Admin./Admission and Records
1605 Educ. Admin./Program or Division Chairman
1606 Educ. Admin./Physical Plant
1607 Educ. Admin./VO-TECH Education
1608 Educ. Admin./Career Services
1609 Educ. Admin./Student Services and Financial Aids
1610 Educ. Admin./Academic Dean
1611 Educ. Admin./Educational Development
1612 EDuc. Admin./Administrative Dean
1613 Educ. Admin./Special Project Director
1614 Educ. Admin./Academic Affairs
1615 Educ. Admin./Personnel
1616 Educ. Admin./Institutional Research
1617 Educ. Admin./University Relations

1700 General Governmental
1701 Elected or Appointed Official
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1703 Civil Service

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1801 Methods and Procedures
1803 Evaluation

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1902 Sales Only
1903 Appraisal

2000 Sales
2001 Both Tangibles and Intangibles
2002 Intangibles (i.e. Insurance)
2003 Tangibles (i.e. Automobiles, Industrial or Home Products)
2004 Sales Management
2005 Foreign Trade

2400 Law and Related
2404 Elections Code
2406 International Law

2500 Law Enforcement
2503 Law Enforcement - General
2505 Private Investigator/General Investigative or Inspectional Work Not Codable Elsewhere
2506 Security Work/Guard or Security Officer
2507 Public Safety

3400 Corrections/Penology/Criminal Justice
3404 Justice, Parole, Probation, Work Release, etc. for Convicted or Accused Juveniles
3405 Prison Counselor

3900 Human Services Administration
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9886 Military/Strictly Military Skills
9887 Labor

9988 Retired

Column #	Item	Question and Response Categories
35-38	Question # 12 (cont.)	What is your teaching field (if any)?

NOTE: SEE FOLLOWING THREE PAGES (CODE V) FOR CODE NUMBERS AND DESCRIPTIONS FOR TEACHING FIELDS.

39,40 How long have you been teaching in this field?
01-99 years

1	1- 5 yrs.
2	6-10 yrs.
3	11-15 yrs.
4	16-20 yrs.
5	21-25 yrs.
6	26-30 yrs.
7	31-35 yrs.
8	36-40 yrs.
9	41-99 yrs.

CODE V EDUCATION FIELDS/RESEARCH FIELDS/TEACHING FIELDS

1000 Agriculture
1001 Agricultural Economics
1002 Agronomy
1008 Agricultural History
1009 Agricultural Education

1400 Biological Sciences/Life Sciences
1401 Bacteriology
1402 Biochemistry and/or Toxicology
1403 Biology
1404 Botany
1405 Microbiology
Pharmacology (see code #3206)
1406 Physiology/Anatomy
(includes neurophysiology)
1407 Zoology
1408 Genetics
1409 Disease
1410 Embryology
1411 Entomology

1600 Business, Management, and Related
1601 Accounting
1602 Administration/Management
(general)
1603 Commerce
1604 Economics
1605 Finance
1606 Marketing
1607 Public Administration
1608 Real Estate
1610 General Office Support
1611 Retail Security
1612 Public Relations
1613 Small Business
1614 Foreign Business

1800 City/Urban Planning
1801 Transportation/Public Utilities
1802 Housing

2000 Computer Science/Information
Services/Electronic Data Processing
2001 Manufacturing Automation

2200 Education
2201 Audio-Visual Instruction/Computerized
Learning/Learning Aids
2202 Educational Administration
and Supervision
2203 Elementary Education
2204 Higher Education
2205 Secondary Education
2207 Vocational and Technical Education
2208 Adult and/or Continuing Education
2209 Early Childhood Education
2210 Guidance and Counseling
2211 Reading
2212 Teaching
2213 Curriculum

2300 Special Education
2302 Learning Disabilities
2303 Social/Emotional Disorders
2309 Gifted

2400 Engineering/Engineering Technology
2409 Electrical/Electronical Engineering
and Technology
2410 Engineering Technology
2414 Industrial Engineering/Technology
2415 Marine Engineering/Technology
2416 Mechanical Engineering/Technology
2423 Thermal or Thermal and Environmental
Engineering/Technology
2425 Engineering/Technology Administration

2600 Fine and Applied Arts/Languages
2601 Art/Art History
2602 Cinema/Photography
2603 Dramatics/Theatre
2604 English
2605 Foreign Language
2606 Literature/Classics
2607 Music/Dance
2608 Speech/Oratory
2609 Community Arts Development
2610 Painting
2611 Linguistics
2612 Calligraphy
2613 Music History
2614 Sculpture

2800 Food Sciences/Dietetics/Nutrition
2801 Culinary Arts
2802 Foods

3000 Forestry and Conservation/Environ-
mental
3001 Environmental Science
3007 Ecology
3008 Land Use

3009 Solid Waste

3200 Health Studies
3201 Dentistry
3202 Environmental Health
3203 Hospital Administration
3204 Psychiatric Nursing
3205 Nursing
3206 Pharmacology
3207 Physical Education
3208 Psychiatry
3209 Public Health/Health Education
3214 Therapy, Physical
3215 Therapy, Recreational
3217 Medical/Surgical Nursing
3218 Radiology
3219 Rehabilitation
3220 Drug Use/Abuse
3221 Health Administration
3222 Health Planning
3223 Child Health
3224 Medical Technology
3225 Health Services (general)

3400 Home Economics

3600 Journalism/Advertising/Radio-TV
3603 Radio-Television/Broadcasting
3604 Communications Technology

3800 Law/Law Enforcement
3801 Civil/Business/Administrative Law
3803 Law Enforcement/Police Science
3804 Civil Liberties

4000 Liberal Arts

4200 Library Science

4400 Mathematics/Statistics
4401 Statistics
4402 Research Methods

4800 Philosophy/Humanities

5000 Physical Sciences
5001 Astronomy/Space Science
5002 Chemistry
5003 Earth Sciences/Geology
5004 Meteorology/Nautical Sciences
5005 Physics
5006 General Science
5007 Photochemistry
5008 Mechanics
5009 Science Education
5010 Natural Science
5011 Oceanography

5200 Psychology/Behavioral Sciences
5201 Clinical
5202 Educational
5204 Social
5205 Counseling
5206 Human Development/Child Psychology
5207 Human Resource Services
5208 Community Mental Health
5209 Interpersonal Communication
5210 Physiological
5211 Psychometrics/Experimental

5400 Social Sciences
5401 Anthropology
5402 Criminal Justice/Penology
5403 Ethnic Studies
5404 History
5405 Industrial Relations/Personnel
5406 Political Science/Government
5408 Recreation
5409 Social Work
5410 Sociology
5411 Geography
5412 Demography
5413 Sociology of Religion
5414 Juvenile Delinquency

5416 American Studies
5417 Minorities
5418 Environments and People
5419 Military History
5420 Geneology
5421 Human Sexuality/Family
5422 Gerontology
5423 Urban Sociology
5424 European History
5425 Archaeology

5600 Theology/Religious Studies

7200 Vocational Related Studies
7201 Industrial Safety

7202 Collective Bargaining

7300 Flying

Column #	Item	Question and Response Categories
41-44	Question # 12 (cont.)	What is your administrative field (if any)?

NOTE: SEE FOLLOWING THREE PAGES (CODE VI) FOR CODE NUMBERS AND DESCRIPTIONS OF ADMINISTRATIVE POSITIONS.

45,46 Age

01	20-24 yrs.
02	25-29 yrs.
03	30-34 yrs.
04	35-39 yrs.
05	40-44 yrs.
06	45-49 yrs.
07	50-54 yrs.
08	55-59 yrs.
09	60 & over

47 Sex

1. Female
2. Male

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1610 Educ. Admin./Academic Dean
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2503 Law Enforcement - General
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2506 Security Work/Guard or Security Officer
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6305 Educational Research

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6505 Meteorology
6506 Physics
6507 Research
6508 Naval Science
6509 General Science
6510 Educational

6600 General Mathematician or General Statistician
6601 Mathematical Surveying

6800 Engineering/Technology
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9874 General Office Support
9885 Workshop Production/Factory Production/Assembly Line
9886 Military/Strictly Military Skills
9887 Labor

9988 Retired

Column #	Item	Question and Response Categories
48	Blank	
49	Question # 1	The educational institution in which you work has a rightful place in community services involvement. 1 strongly agree 2 agree 3 neither agree nor disagree 4 disagree 5 strongly disagree
50	Question # 2	The educational institution in which you work has a necessary place in community services involvement. 1 strongly agree 2 agree 3 neither agree nor disagree 4 disagree 5 strongly disagree
51	Question # 3	The major focus of the educational institution where you work should be: (select one of the following) 1 formal classroom education, only 2 mainly formal classroom education but some community services involvement. 3 formal classroom education and community services equally. 4 other (specify)
52	Question # 4	The educational institution where you work does serve as a center for community service involvement. 1 no 2 yes 3 don't know
53	Question # 5	I wish that my job included more community services. 1 strongly agree 2 agree 3 neither agree nor disagree 4 disagree 5 strongly disagree
54	Question # 6	Is there a center for community services in existence at the educational institution where you work? 1 No 2 Yes 3 Don't Know

Column #	Item	Question and Response Categories
55	Question # 7	Do you support the creation of the Human Resource Informational System? 1 No 2 Yes If yes, are you willing to take on requests for your skills which may result from the creation of the system?
56	Question # 7a	1 No 2 Yes
57	Question # 8	Does your educational institution grant work load adjustments for on-going community services activities? 1 No 2 Yes, but hard to get 3 Yes, easy to get
58	Question # 9	In your opinion, is there a need for the Human Resource "Informational System" in the community served by the educational institution where you work? 1 No 2 Yes
59	Question # 10	In your opinion, would the Human Resource "Informational System" be widely used in the community served by your educational institution? 1 No 2 Yes
	Question # 11	Have you participated in any of the following kinds of community services as part of your job? (circle the appropriate response)
60		Enhancing community development and leadership training. 1 No 2 Yes
61		Upgrading the family and the home. 1 No 2 Yes
62		Enriching the life of senior citizens. 1 No 2 Yes

Column #	Item	Question and Response Categories
63	Question # 11 (cont.)	Strengthening public health, safety, and the environment. 1 No 2 Yes
64		Providing special learning experiences for minority groups. 1 No 2 Yes
65		Providing cultural enrichment opportunities for all citizens. 1 No 2 Yes
	Question # 12	Before each item below, please write the approximate percentage of time spent in the activity described as part of your job. Please consider your entire range of day to day activities.
66,67		Course Work--time actually spent in class and time spent in preparation for classes. 00-99 percent
68,69		Major Administrative Duties 00-99 percent
70,71		Routine Disciplinary and Institutional Work--committee work, program meetings, scheduling activities, etc. 00-99 percent
72,73		Community Services Work--conducting workshops and seminars, doing consulting work, and other non-credit functions. 00-99 percent
74,75		Advising Students--directing students in fulfilling institutional requirements, aiding students in course work, etc. 00-99 percent
76,77		Miscellaneous 00-99 percent
78,79		Other Major Time Expenditures--please specify_____ 00-99 percent

UNIVERSITY OF CALIF.
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OCT 7 1977
CLEARINGHOUSE FOR
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